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# JUNIOR COLLEGE JOURNAL

APRIL 1935  
Vol. V No. 7

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*The Improvement of College Teaching*

HAROLD W. LEUENBERGER AND  
WALTER C. EELLS

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# THE JUNIOR COLLEGE JOURNAL

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Vol. V

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No. 7

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## Exploratory Functions of the Junior College

[EDITORIAL]

"Every normal man, woman, and child," said Dr. C. Spearman, "is a genius at something, as well as an idiot at something. It remains to discover what."

Anyone can find a multitude of subjects in which he would never become a master. Only the most intelligent of us have discovered the one or two things at which we can be most successful and most happy. The great genius in science or economics who presumes to speak with authority on religion or education too often merely proclaims to an amused public one of the subjects in which he is below normal. The task of education is to help each individual to discover the particular work which he can do best. For most people, this work should become his vocation.

Adolescent youth is continually on the search for the field in which his genius lies. He is bent on exploring until he finds it. Sometimes a "hunch" or some bit of scanty evidence provides a temporary belief that he has made the great discovery. Then he is intolerant of advice unless it accords with his conviction of the moment. The high-school lad who has attached an electric motor to his mother's old sewing machine probably believes that he will therefore be an electrical engineer. He

should have an opportunity to investigate and to explore in this direction until he has convinced himself that he is right or wrong. Today, perhaps more than ever before, is youth intolerant of advice. Aptitude tests mean little to him, although they may reveal much to his advisers. He is willing to listen to his counsellor when he has found disappointment in his quest.

College men in competition with the untrained worker have so often proved successful that a popular belief has grown up that every boy will have a better chance of success if he has a college education. "College education" to him means traditional academic training leading to a Bachelor's degree. This belief is no doubt one reason why a great majority of entrants into junior colleges choose an academic course. The writer's experience over a long period seems to indicate that even those who successfully complete a two-year semiprofessional course regard that success as sufficient evidence that they can go to the university to complete the remaining two years in an academic course.

The chief reason for students choosing academic courses, however, is that most junior colleges offer little else. The "nonpreparatory," "terminal," or "semiprofes-

sional" classes in general are expensive in time and money because of the cost of necessary equipment and the difficulty of finding skilled instructors in subjects of the required type. The per capita pupil cost is high, also, because the non-academic classes are necessarily limited in size in comparison with classes taught by the lecture method.

There is abundant evidence to show that students who have tried out academic work with indifferent results will usually undertake business, commercial, or industrial courses with satisfaction and success. These vocational fields are so many that only the largest junior colleges can afford to offer a wide selection. For the smaller junior colleges, nonacademic courses could be organized to fit young men and women for those vocations which are most widely followed in their own communities. Some university authorities would relegate to junior colleges the entire field of nonacademic education. If a junior college is to provide fully for exploration, surely it ought to offer at least some classes of this type.

A. C. OLNEY

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#### NORTHWESTERN SCHOLARSHIPS

Ten full tuition scholarships to graduates of accredited junior colleges will be offered again next fall by Northwestern University School of Commerce. These scholarships have been awarded during the past two years and applications have come in from junior colleges throughout the country. Most of these applicants were students of high standing, and it was quite diffi-

cult for the committee to select the chosen few to whom awards were to be made. Because these students and many other junior college students enrolled are doing highly satisfactory work, the university trustees have voted to continue to extend financial assistance to this limited group.

An official transcript of acceptable grade for two years of college work (a minimum of fifty-four semester hours) in a junior college of recognized standing is required of all students for admittance to the Northwestern University School of Commerce. These credits should include a year of English, a year of a laboratory science or mathematics, a course in the elements of economics, and for Commerce applicants also a course in money and banking. If an applicant lacks credit in these specified subjects, he may register for them after being admitted.

Applicants chosen for these ten scholarships will comprise those who, in the judgment of the university, possess the greatest potential capacity for proficiency in business. Candidates will therefore be selected on the basis of leadership, character, and health. Letters seeking further information or forms on which to make application should be sent to the Assistant Dean of the School of Commerce, Evanston, Illinois. All applications must be filed by June 20, 1935.

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#### RADIO BROADCAST

Harry E. Tyler, dean of men at Sacramento Junior College, California, spoke over Station KGO, January 5, on the topic, "Junior College and Modern Youth."



## Junior College Enrollment, 1917 to 1932

HENRY G. BADGER\*

One of the outstanding educational phenomena of the twentieth century has been the growth of the junior college. Starting, like many another movement, in a very small way, it has spread over the country until at the present time there is hardly a state without at least one institution of this type within its borders.

Table I shows something of its remarkable growth as measured by student enrollments over a period of fifteen years. The figures are all either taken directly or derived from reports made by college authorities to the Office of Education and summarized by it in the *Biennial Surveys of Education*. No data on junior colleges were collected by this office for years prior to 1917-18. Reports for 1933-34 are now being collected, but will not be available in comparable form for some months.

These figures include only resident students of college grade for the regular sessions (September to June). Subcollegiate and preparatory students are excluded, as are graduate students and those enrolled in professional courses (law, medicine, teaching, etc.). Students in summer schools are likewise excluded unless they were also enrolled in the regular session. Stu-

dents in colleges offering less than two years of work above high school are excluded.

Two other groups of schools are also omitted, unintentionally. These are the schools which do not reply to questionnaires of the Office of Education and those which are so new that the Office has no record of their existence. The first group may include either junior colleges or degree-granting institutions. Since very few four-year colleges have been established in recent years but since junior colleges are rapidly increasing in numbers, the second group is likely to include more institutions of the latter type. Most of the new schools are, of course, so small that their omission does not seriously affect the total student enrollment for the nation.

Unfavorable comment has already been made with respect to the completeness and reliability of these figures. For example, those for 1919-20 represent 52 junior colleges, 10 of which number were under public control; Eells<sup>1</sup> reports 18 in California alone for that year. Certain other observations of a similar nature might be made. Nevertheless, when all the circumstances are taken into account, it is believed that for any given year about the same proportion of incompleteness of reporting as regards student enrollment totals will hold for both junior colleges and four-year schools. In other words, while the figures here shown are not abso-

\* Assistant Statistician, United States Office of Education, Washington, D.C.

<sup>1</sup> Walter Crosby Eells, *The Junior College* (Houghton Mifflin Company, Boston, 1931), pp. 70-71.

lutely conclusive, the trends indicated by them are fairly reliable.

These data reveal in most striking fashion the rapid growth of the junior college. They show that whereas

junior colleges was multiplied by 43, that of privately controlled junior colleges by slightly over 8, and that of all junior colleges as a class by nearly 19.

TABLE I

RESIDENT STUDENT ENROLLMENT IN ARTS AND SCIENCES COURSES,  
UNIVERSITIES AND COLLEGES, 1917-18 TO 1931-32

	Publicly Controlled	Privately Controlled	All Institutions Reporting
<b>I. Degree-granting institutions</b>			
1917-18 .....	99,930	135,273	235,203
1919-20 .....	147,897	185,083	332,980
1921-22 .....	166,217	236,465	402,682
1923-24 .....	185,975	279,765	465,740
1925-26 .....	224,589	343,774	568,363
1927-28 .....	253,667	396,697	650,364
1929-30 .....	283,989	414,222	698,211
1931-32 .....	294,825	393,239	688,064
<b>II. Junior colleges</b>			
1917-18 .....	1,367	3,137	4,504
1919-20 .....	2,940	5,162	8,102
1921-22 .....	4,771	7,353	12,124
1923-24 .....	9,240	11,319	20,559
1925-26 .....	13,859	13,236	27,095
1927-28 .....	28,437	16,418	44,855
1929-30 .....	36,501	19,115	55,616
1931-32 .....	58,887	26,176	85,063
<b>III. Total enrollment in arts and sciences</b>			
1917-18 .....	101,297	138,410	239,707
1919-20 .....	150,837	190,245	341,082
1921-22 .....	170,988	243,818	414,806
1923-24 .....	195,215	291,084	486,299
1925-26 .....	238,448	357,010	595,458
1927-28 .....	282,104	413,115	695,219
1929-30 .....	320,490	433,337	753,827
1931-32 .....	353,712	419,415	773,127
<b>IV. Percentage junior college enrollment is of total enrollment</b>			
1917-18 .....	1.3	2.3	1.9
1919-20 .....	1.9	2.7	2.4
1921-22 .....	2.8	3.0	2.9
1923-24 .....	4.7	3.9	4.2
1925-26 .....	5.8	3.7	4.6
1927-28 .....	10.1	4.0	6.5
1929-30 .....	11.4	4.4	7.4
1931-32 .....	16.6	6.2	11.0

the student enrollment in the various types of degree-granting institutions (publicly controlled, privately controlled, and both groups taken together) was not quite tripled during the fifteen-year period, that of publicly controlled jun-

Among the degree-granting colleges more students were consistently enrolled at privately controlled institutions than at those under public control, the public institutions reporting approximately 40 per cent of the total enrollment for each of



the years for which data are available.

Among the junior colleges we find 30.4 per cent of the students in publicly controlled schools in 1917-18, the remaining 69.6 per cent being enrolled in junior colleges under private control. In 1931-32 the proportions are almost exactly reversed, the publicly controlled schools enrolling 69.2 per cent of the total and those under private control enrolling only 30.8 per cent. The trend toward the public junior college, while it is not uniform and regular, is continuous, each reporting year showing a larger percentage of students in publicly controlled schools than was reported two years earlier.

Part IV of the table shows the percentage which the junior college enrollment was of the total enrollment in all colleges (degree-granting and junior) for each of the years considered.

In 1917-18 the 1,367 students enrolled in publicly controlled junior colleges constituted 1.3 per cent of the total number of collegiate students reported in institutions under public control. By 1931-32 this number had increased to 58,887, which was 16.6 per cent, or one-sixth, of the total.

Among the privately controlled institutions, the junior colleges increased from 2.3 per cent of the total in 1917-18 to 6.2 per cent, or one-sixteenth, of the total in 1931-32.

When all institutions are taken together, the students in junior colleges in 1917-18 numbered 4,504, or one in fifty-three of all college students in the country. In 1931-32 they numbered 85,063, or one in nine.

#### JUNIOR COLLEGE STUDY

At the annual meeting of the Society for the Promotion of Engineering Education last fall at Cornell University Chairman R. A. White of the Society's Committee on Junior Colleges recommended that the Council of the Society consider the initiation of a survey of junior colleges similar to the one recently made of technical institutes. The Council approved the appointment of a committee to consider the matter of institutional membership in the Society with particular reference to the junior colleges.

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#### SNYDER LECTURESHIP

Inaugurating the William Henry Snyder Lectureship to perpetuate the name and influence of the founder and director emeritus of Los Angeles Junior College, Dr. Robert Andrews Millikan, Nobel prize winner, delivered a lecture at the College on March 5, on "In the Coming Century." At the conclusion of the lecture a limited number of special guests attended a luncheon in honor of Dr. Millikan and Dr. Snyder.

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#### CHICAGO ENROLLMENTS

Data recently furnished by Dean Edwin S. Lide, of the North Side (Wright City) Junior College of Chicago, shows that in the first year of the three municipal junior colleges which have succeeded Crane Junior College the enrollment is already almost four thousand. The North Side Junior College reports the largest enrollment, 1,780; the South Side Junior College, 1,532; and the West Side Junior College, 624.

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## Junior College Libraries in Texas

FLORENCE WHITFIELD BARTON\*

According to the *College Blue Book*, of 1933-34, there are forty-two junior colleges in Texas. Since that time, at least two of this number have been discontinued. Prior to the recent meeting of the Texas State Teachers' Association, a questionnaire on the conditions of the school library was sent to each junior college librarian. Twenty-three of the total number replied, and since those reporting represented every type of institution—private, denominational, and public—it was felt that the number was large enough and sufficiently representative to be of value as indicative of the status of the junior college library in Texas.

### TRAINING OF LIBRARIAN

Twelve of the libraries reporting were entirely separated from any high-school collection. Eleven were combined high-school and junior college libraries.

The standards of the American Association of Junior Colleges, the American Council on Education, and the Northwest Association require that the librarian be trained. The Southern Association does not make any requirements as to the training of the junior college librarian, though it is evident that the standards required of high-school librarians are to apply in junior colleges as well. The Southern Association, however, does say that the minimum scholastic re-

quirements for faculty members of junior colleges shall be graduation from a standard college, plus graduate work amounting to at least one year, and that the courses taught should be in the field of specialization. This might certainly be construed as applying to the librarian as well as to other members of the faculty. Unless the librarian does specialize in her work to the extent of gaining the equivalent of a Master's degree, she can hardly expect to be recognized as a departmental head. Equal scholastic training and equal years of service should, by all means, merit salary equal to that of other departmental heads.

Of the twelve separate junior college libraries reporting, the professional training of the librarians is as follows:

Master's degree plus 28 semester-hours' library training .....	1
Master's degree plus 4 years' experience.....	1
Library Science degree .....	1
Bachelor's degree plus 24 hours' library training .....	2
Bachelor's degree plus 15 hours' library training .....	1
Bachelor's degree plus 3 hours' training.....	3
Bachelor's degree including 15 hours' library training, no graduate work.....	1
No library training .....	2

Of the eleven combined high-school and junior college libraries:

Bachelor's degree plus Library Science degree .....	4
College degree in Library Science, no graduate work .....	3
Bachelor's degree plus 12 hours' library training .....	1
Bachelor's degree plus 6 hours' library training .....	1
Bachelor's degree plus 2 hours' library training .....	1
Bachelor's degree, no training .....	1

\* Librarian, Lamar Junior College, Beaumont, Texas.



The amount of training of the junior college librarian will depend upon a number of factors, which need not be taken into consideration here. But surely it would not be requiring too much of the librarian to insist that enough graduate work in library science be taken to insure the successful administration of the school library, without the necessity of learning by trial and error, at the expense of valuable material and more valuable time and students.

#### BOUND VOLUMES

In the twelve distinctly junior college libraries, the number of volumes ranged from 2,500 to 10,000. The median number was 4,200.

In the eleven combination libraries the number varied from 1,550 to 16,800, the median of this group being 5,000.

Of the six institutions accredited by the Southern Association the median was 5,000. Of the eleven which are members of the American Association of Junior Colleges, the median was 4,250. The Southern Association standards for junior colleges call for 2,500 volumes; the Junior College Association, 3,500 volumes.

In the majority of the libraries, literature ranked first in number of volumes, followed by history, sociology, and science, respectively.

The number of volumes in a given library, of course, does not always give an accurate measure of the worth of the library. A distinction should be made between number of volumes and number of titles, as well as between the quantity of books and their quality. A library in which the shelves are crowded with out-of-date education books, duplicate copies of discarded history texts, and great numbers of

"classics," is more than discouraging to anyone, student or instructor, reading for information or pleasure. Certainly there can be little stimulation of voluntary reading when such conditions exist.

An important matter to consider in building up a collection is how well the public library may be depended upon to supply material of current interest too expensive for the junior college to buy. In our own junior college, our library and that of the high school are on the same campus. The college card catalogue lists all books in the two libraries, and all books in the two libraries are available to the students. Our city library is one of the best in the South, both as to quality and quantity, and has co-operated most cordially with the schools. For the past two years our college has borrowed a collection numbering approximately a thousand volumes, including recent biography and fiction. In this way our own appropriation goes much farther. All college students have borrowers' cards from the city library, so that material available for college work is increased enormously.

Of the twenty-three libraries reporting, ten had access to no public libraries. The other thirteen are located in towns whose city libraries have from 1,000 to 60,000 volumes each.

#### PERIODICALS

There is extremely wide divergence in the number of magazines subscribed to by the various institutions; these numbers ranged from 8 to 112, the median in both separate and combined libraries being 28.

It may be of interest to note which magazines are most often subscribed

to in Texas junior college libraries. On the basis of those checking the periodical list, the following list was compiled: *Current History*, 17; *Review of Reviews*, 16; *Atlantic Monthly*, *Literary Digest*, 15 each; *National Geographic*, 14; *Harper's Magazine*, 13; *Golden Book*, 12; *American Magazine*, *Good Housekeeping*, *Junior College Journal*, *Popular Science*, *Scribner's Magazine*, 10 each; *Scientific American*, 9; *Elementary School Journal*, *Forum*, *Ladies Home Journal*, *Journal of the National Education Association*, *Nature*, *Popular Mechanics*, *School and Society*, 7 each; *Christian Science Monitor*, 6; *News Week*, *Saturday Evening Post*, *Science Monthly*, 5 each; *Business Week*, *Colliers*, *Education*, *Journal of Home Economics*, *Saturday Review of Literature*, *Scholastic*, 4 each; *American Home*, *Congressional Digest*, *New Outlook*, 3 each; *American Economic Review*, *American Journal of Sociology*, *Living Age*, *Science News Letter*, *Time*, *New Republic*, *School Life*, 2 each. A number of other magazines were listed once each.

In our own library, we keep a list of the periodicals subscribed to by the city library which almost doubles student use of periodicals.

Ten of the twenty-three libraries reported files of bound magazines, and fourteen maintain a clipping pamphlet file.

#### USE OF THE LIBRARY

The percentage of the student body using the library daily was estimated at from 17 to 100 per cent, the median being 62 per cent.

The average daily circulation, not including reserve books used in the library, was 65 for the separate li-

braries and 75 for those combined with high-school libraries. This latter number, however, included high-school circulation.

Ten librarians reported much faculty use of library materials; the others reported "little" or "average." Only eleven libraries have open shelves.

#### STUDENT ASSISTANTS

All librarians make use of student assistance, the total hours of service by all student helpers ranging from 6 to 135 hours per week. The median number for all colleges was estimated at 40 hours. The number of assistants employed ranged from one working 17½ hours weekly to thirty working 2 hours each per week. In most cases there were five or six working from 8 to 12 hours weekly.

#### HOURS OPEN

Most of the libraries are open eight hours daily, five days a week. Some reported libraries open Saturday mornings; these, presumably, are in institutions with six-day schedules.

Twelve of the twenty-three libraries are housed in one large room without a workroom.

#### APPROPRIATIONS

The separate libraries reported annual appropriations varying from \$100 to \$4,500, the median figure being \$353.

Appropriations for the two state-supported institutions were from two to ten times as large as for the other schools.

The six libraries in the institutions which are members of the Southern Association had appropriations last year which ranged from

practically nothing to \$700. The nine libraries in institutions belonging to the Junior College Association reported annual appropriations from almost nothing to \$700, the average being \$366.

The American Association of Junior Colleges, the Southern Association, and the Texas State Department of Education all require annual appropriations of at least \$500.

#### CONCLUSIONS

From these findings, and from the statements of the librarians who replied to the lengthy questionnaire, it is evident that there is a need of definite improvement of standards for junior college libraries in Texas, especially in regard to training of the librarian and annual appropriations. When administrators see the necessity for these two things, other problems of the junior college library will adjust themselves.

#### MUSIC FESTIVAL

Combining the vocal talents of a number of junior colleges in Northern California, a music festival has been planned to take place at the University of California April 4, in which all types of group singing will be featured. All members of the conference of Northern Junior Colleges will be eligible for participation. The choral groups participating will be the a cappella choirs, the men's glee clubs, the mixed choirs, and the women's glee clubs.

#### ROCHESTER BULLETINS

Rochester Junior College, Minnesota, has initiated a series of bulletins, in mimeographed form, for

circulation to the public of Rochester and vicinity. All will be short, so they may be read in less than three minutes. The purpose is to give the public information about the junior college movement in general, but with particular reference to the Rochester Junior College. The first bulletin is devoted to brief discussions of higher education in America and to the purposes of the junior college. The subject of the second is announced as "The Success of Junior College Transfers."

#### MISSISSIPPI GROWTH

The growth of the public junior college movement in Mississippi during the past decade is compactly expressed in the following figures showing number of institutions and enrollment in them, recently compiled by the State Department of Education:

Year	Colleges	Enrollment
1922-23 .....	2	43
1923-24 .....	2	44
1924-25 .....	2	41
1925-26 .....	4	121
1926-27 .....	6	302
1927-28 .....	8	487
1928-29 .....	10	818
1929-30 .....	11	1,248
1930-31 .....	11	1,619
1931-32 .....	11	2,283
1932-33 .....	11	2,761
1933-34 .....	11	2,988

#### DRAMATISTS EMPLOYED

More than forty graduates of the Los Angeles Junior College drama department have obtained employment in professional theatrical productions in major cities, ranging from Los Angeles to New York. In the five years of its existence the drama department has produced 853 three-act plays for over 150,000 spectators.

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## Four Challenges of the Junior College

DONALD WILLIAM MACKAY\*

One purpose in a state's educational program is to develop in its citizens a competency for carrying on the social relationships involved in an individual's membership in a community, a family, a state, a nation, or a world. A second and equally important function is to develop in those citizens who have particular fitness and aptitude for certain types of service those skills which will help them render a peculiar occupational service to the other members of society.

Common school education must be challenged to educate men and women so that they can live together in a complex civilization happily, effectively, and successfully. Common school education has changed in its function with changing society. It has changed in its material, its extent, and its purposes. Leaders in the past decade point definitely toward the conclusion that common school education now means that period of formal education starting with kindergarten and extending through two years of college work. Ten states have reconstructed their educational programs and their state laws to include in the state's responsibility to all its citizens kindergarten, elementary, junior and senior high, and two years of college work. Many other states have encouraged or permitted the two years of college to be included even though there has been little understanding of the pur-

poses and relationships of the college to the program which comes before or comes after the particular period known now as the junior college.

In New Mexico the first two years of college work is not recognized legally or unofficially as part of the common school educational program. It is not recognized specifically as a part of higher education except as it is a part of existing institutions of higher learning. Our own institution, labeled the Eastern New Mexico Junior College to describe its hopes, is officially the Eastern New Mexico Normal School.

### THE FIRST CHALLENGE

The first challenge of the junior college, if it is to serve New Mexico, is to get its "place in the sun" recognized by the profession, by leaders, and by the citizens of the state. The junior college is fundamentally a part of the general education or common school educational program of the state. It is a continuation of junior-senior high school education. It is the last stage of the state's responsibility for the education which starts at kindergarten and gives to the citizen those understandings, backgrounds, interpretations, and abilities needed in social relationships. The two years of college constitute the last stage of formal schooling provided for all by the state for training in trades, occupations, or vocations so that the individual member of society can earn a living.

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This basic understanding of the junior college means two changes of importance. The program must change within the college to conform to the state's total educational program and the jurisdiction must change to become a part of the total responsibility of the State Department of Education. The junior college in the future must be guided, controlled, and financed, with modifications, in the same way as high schools, elementary schools, and junior high schools. There are attendant difficulties, problems, and disadvantages. The state must first amend its school laws to include this level of education.

The financial support for education up to the college level is now inadequate in New Mexico—so inadequate that an impoverished, ineffective, and therefore wasteful program is represented as meeting the state's responsibility for the governmental function of education. The college program would cost no more to the state, it must be remembered, if financed as part of the common school program than if it were financed by special legislative enactment. A financial program involving state aid on a per-student basis with some revenue from the areas served directly would be an improved method of financing the last level of the educational program. Eventually in this financial procedure, tuition for junior college would be eliminated and students would find the same relative availability in a college program as now is found in high-school education.

The college level must be brought closer to the people. There was much prejudice against this very principle when this institution was

begun. At the same time the principle is well exemplified for other sections of the state. Unofficial figures at the time this institution received legislative permission to use its own accumulated money for maintenance indicated that over half the student body in each institution of higher learning in the state was from the county in which the institution was located. In our own institution this year 42 per cent of the enrollment is from Roosevelt County. If we group Curry and Roosevelt, 60 per cent of our enrollment is local. If we take as our territory five adjacent counties, Lea, Chavez, Curry, De Baca, and Roosevelt, 90 per cent of our enrollment is local. These figures, instead of proof of lack of need of another state institution, prove that the college has been brought to the section of the state where it has been needed. Enrollments in other schools of the state have not been affected by this program.

#### THE SECOND CHALLENGE

The second great challenge of the junior college in its service to New Mexico comes in formulating its curriculum so that the largest individual development will come to each student. The college program of two years must be concerned with the curriculum or course of study within itself which will finish the general social program and the vocational program previously characterized. For many it will rightfully finish the formal program. For others the two years of college must give them the beginning work needed as a foundation for professional work in medicine, law, engineering, teaching, or the ministry.

For still others work must be offered which will give an adequate general foundation for later specialization at the university.

The curriculum must become more social and more adaptive. Survey courses will take the place of minute detail. The student will become acquainted with himself, with his social and physical world. Attention will be focused on the present instead of on the past except as the past helps interpret the present. The library will become the center of activity. The non-traditional subjects of music, art, woodwork, and appreciation courses will take their places in building a reserve for the student in time of stress and in helping him to live with fullness and satisfaction.

Before proceeding to the third challenge, a word ought to be said about the functions and need of university education. This includes the last two years of a four-year college program, graduate work, and professional and technical schools. Their function is to educate for the highly specialized services needed in society. These include teaching, ministry, law, engineering, social services, governmental service, and medicine. Scholarly study begins on this level. There is a definite responsibility of the state to these divisions of its state program and it must not be understood that the emphasis necessary through the first two years of college for general education limits any responsibility for these other divisions.

It may well be asked if a junior college has a legitimate function in the training of rural teachers. The Eastern New Mexico Junior College is dedicated to rural service and has

attempted to set up a specific program for the training of rural teachers. This is fundamentally wrong and should be continued only until legislation and public opinion in the state demand more training for the profession of teaching than nine, twenty-one, or forty-five hours of college work beyond the high school. Until the state demands a higher type of professional service prefaced by higher standards of training before entrance into the profession, teaching is classified as a job. It is on the trade level. We dignify it, we salve our hurt pride, by calling it a profession, but in reality it is an occupation and the junior college is consistent with its philosophy of giving occupational training if it offers specific rural education training. The great need in New Mexico for better rural service will come with state support and better-trained teachers. Until that time and as long as people go into the rural school with little or no work beyond the two years, there is an obligation for this school and other schools in the state to serve in the improvement of the product which goes into the rural areas to teach.

#### THE THIRD CHALLENGE

The third great challenge is in serving the needs of the state as we find them, know them, and interpret them and in giving particularly to the section of the state in which the college is located, a type of service peculiar to the needs of this section.

The first of these needs, as just expressed, is the training of teachers for rural service. The second of these needs lies in the dearth of cultural influences in the sparsely

settled, now drouth-stricken, areas. Books are few and music is confined to singing conventions and other public gatherings. Radios from which music could influence the lives of the people are rare. Centers of art, drama, and music are many miles from this part of the state. Pioneer living conditions exist. With these evidences the college's challenge must overemphasize those tangible phases of culture in its contacts with the many communities which it hopes to serve. The college must become the cultural center for its students and for eastern New Mexico. It must stand for the finer things of life and contribute more than its share normally of the cultural influences needed for complete living.

The third of these needs is to assist with the recreational needs of the adjacent communities. Planned wholesome recreation is a felt need already in several of the larger communities. Community choruses, bands, orchestras, forum, soft ball leagues, Boy Scouts, Girl Scouts, dramatics, and numerous other forms of worthy recreational activity require leaders. The college must send back to these communities leaders who will know what to do and how to do it. It must assist also with leadership from the college which can direct, advise, and serve the communities as they need help.

A fourth need is closely related to the development of the college. It means work for students. It doesn't mean charity. It means some form of industry, some way of giving a boy and girl a chance to go to college. Even the reasonable expense of living here is a hardship on most of the 240 boys and girls

who are enrolled. A co-operative farm and co-operative living quarters are suggested means of assisting in the problem but they are entirely inadequate to the needs even in normal times. Federal aid assists now but the projects will soon be completed and the situation at best is an artificial and temporary one. The best thought on this most important need is none too little because of its vital importance.

### THE FOURTH CHALLENGE

The fourth great challenge of the junior college is kin to these needs. Because of the peculiarly local nature of a junior college, whether we think of community, county, or section of the state, it can serve outside the school as well as inside. The college must go out from its four walls. It is challenged to assist with adult learning. Extension classes, parent education, trade education, school surveys, improvement of the job, cultural offerings, library facilities to isolated rural people, recreational centers under the guidance of college leaders, forum, program speakers, church leadership, discussion groups, radio programs, are just a few of the many forms of adult education with which the college must assist when there is a felt need.

These challenges are before us. Pioneering still thrills us. We are faced with a pioneering job of building a two-year college program, the foundation for a sound future educational expansion in New Mexico. If we build well, service to New Mexico has been given. If we build well, citizens after two full years of happy, complete, satisfying living here at the college will go to their communities and serve and build.

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## Student Personnel Work at Sacramento

HARRY EDWARD TYLER\*

The complication of problems facing young people today, together with the feeling that the old educational program no longer is meeting the needs of the new age, has focused attention upon guidance in the American schools at all levels. Four years ago a guidance department was organized in the Sacramento Junior College. It was set up to serve the particular needs of a local situation. It may be helpful to other similar institutions to know of the philosophy, organization, and operation of the Student Personnel Department of this institution.

### THE SYSTEM PLANNED

In 1928, a complete survey of the Sacramento City Schools was made by the School of Education of Stanford University, under the direction of Dr. Jesse B. Sears. A part of this survey involved a study of the guidance services of the various school segments. The report recommended that a study be made of guidance in the Junior College, and in the fall of 1929 Superintendent Charles C. Hughes appointed a committee to undertake this study. The committee was made up of representatives from the Superintendent's Office, both the administration and teaching staff of the Junior College, together with the newly appointed Director of Research of the City School Department. This committee met weekly over a period of several

months with Dr. William M. Proctor of Stanford as consultant. President Jeremiah B. Lillard also sat with the committee at most of its meetings and gave helpful suggestions and encouragement from his many years of experience in education. In the spring of 1930 a complete report to the school officials and the Board of Education was presented by this committee.

The administration of the Sacramento Junior College had always insisted that the Dean of Women and the Dean of Men should be friends or "counsels for the defense" to the students rather than punitive officers. This point of view was incorporated in the report of the committee. In its report the committee proposed as its philosophy for guidance that the foundation aim of the suggested program was to be "To help students to help themselves."

The report consisted of three major parts. The first part summarized the need for a guidance department, and included statistics showing (a) the immaturity of junior college students, (b) the increasing number of students ineligible to enter the state university, (c) the large number of subject failures in previous years, (d) the lack of understanding of vocational opportunities, and (e) the necessity for an understanding of the principles of mental hygiene.

In the second part of the report the committee sought to set up the aims of a counseling system under

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two general headings. These were classified as immediate aims and ultimate aims. The immediate aims set up were to help students: (a) with the making of study programs; (b) in subsistence and housing; (c) in health; (d) in developing social intelligence; (e) in mental hygiene; (f) in moral and spiritual problems; (g) in the choice of a vocation and avenue of training; (h) in scholastic progress; (i) in budgeting of time; (j) in financial problems involving thrift, saving, etc.

The ultimate aims projected by the committee were concerned with giving help to students: (a) in the selection of a proper college course; (b) in getting started in the proper vocation; (c) with vocational problems; (d) in developing proper social habits and attitudes; (e) in the selection of a proper professional school; (f) in helping students to develop proper moral, spiritual, and aesthetic habits; (g) in the preparation for possible changes in life plans.

The last part of the report proposed a definite organization of a student personnel department. This proposal was considered very carefully by the administration and after some modification was adopted by the Board of Education. The Student Personnel Department began its operation in the fall of 1930. Some of the aims as set up in the preliminary report have been modified or have been discarded. New problems have arisen and new adjustments have had to be made. The staff of this department has had weekly meetings during the past four years. At these meetings critical consideration of its work and counseling technique have been considered. Fundamentally, the phi-

losophy and plan of operation have remained the same although some alterations have been necessary.

#### THE PRESENT PHILOSOPHY

During the past year the administration and the members of the department have been carefully reviewing the operation of the guidance plan. In the fall of 1933, after considerable study, the group set down as its present philosophy the following statement:

Realizing the necessity for a philosophy underlying the guidance work in the Sacramento Junior College, the members of the student personnel division approve the following as their guiding principles: (a) The foundation of the work is to be found in the motto of the division, "To help students to help themselves." This implies: obtaining as complete an understanding of the student's ability, history, previous school record, family life, and ambitions as is possible; and in the light of all available data offering counsel and help to the student in his decisions regarding both school plans and life plans. (b) To help students live their own lives by offering counsel and guidance and refraining from the use of coercion and force.

The original aims as set up by the committee four years before were rechecked and the objectives of the present guidance program were summarized in a somewhat different form. It was agreed that the Student Personnel Department should assist students in obtaining a successful school career, a successful vocational career, and "the good life."

These points, of course, included most of the preliminary aims but they are better organized under these objectives than the committee had listed them previously.

## SCHOLASTIC COUNSELING

At the present time, the activities of the guidance program consist of two general, but not mutually exclusive, types of counseling. A good deal of the time of the staff is taken up, naturally, with the first group of activities, those involved in scholastic counseling. At the beginning of the year these consist of such things as the giving of aptitude and personality tests, preliminary interviews with students, and assistance of students in making study programs.

Throughout the year counselors are concerned with the scholastic progress of students. Interviews are held with them regarding changing of study programs, reasons for subject deficiencies, difficulties with subjects, difficulties with instructors, and final reports and plans for the future.

Part of the scholastic counseling is done in large groups through the orientation classes. For the first two weeks at the beginning of each semester the new students are required to attend classes in orientation daily. Lectures are given on the organization of the school, how to study, budgeting of time, and mental hygiene. Students are required to keep a notebook and to make readings. Opportunity is given to practice the principles suggested by the instructor.

Many times students consult their counselors regarding their future educational careers. Catalogues of all the major colleges and universities are available and counselors are specially trained to answer questions concerning specific Pacific Coast institutions.

Since part of the support for public junior colleges comes from the

state on the basis of average daily attendance, from the financial standpoint alone it is necessary that attendance in classes on the part of students be maintained. This requires that a good deal of time be given by the staff to problems of student attendance. Although on the surface this appears to be disagreeable work, many serious maladjustments and personality difficulties are discovered by counselors while investigating attendance.

## LIFE COUNSELING

The second type of counseling is called "Life Counseling." Students constantly seek out their counselors to discuss problems involving their vocational interests. Every effort is made to assist students in their selection and preparation for life work. A fairly complete library on various vocations is available. The necessity these days for readjustment of vocational plans offers a large field for counseling. A placement office is provided under the direction of a competent officer, and every effort is made to secure employment for needy students. The director seeks to place students in desirable positions and gives a part of her time to following up these students in their employment. This year an effort is being made also to check on the employment of ex-students and alumni.

The receipt of funds from the federal government in the spring semester of 1934 under the FERA and during the current year through the SERA has enabled over two hundred students to receive much-needed financial assistance. This aid has been a great boon to students who were having a serious struggle to secure their education.

Perhaps the most important duty of the members of a student personnel department is in assisting students in the solution of their personal problems. It is difficult or actually impossible to evaluate this service statistically. It has been found that whereas one can predict with fair accuracy the school success of students who make a poor showing on a battery of aptitude tests, it cannot be predicted that students with a high rating will necessarily make a good scholastic record. The Bernreuter Personality Inventory has been given to low freshmen to assist in locating personality problems, and this year the Bell Adjustment Inventory is being used for the same purpose.

Students with high mental ratings on the American Council on Education and the Iowa High School Content Examinations who receive deficiency notices are interviewed and attempts are made to help them make better adjustments. In a number of cases such work has been successful, while in some cases the department has failed. Students can always interview their counselors on personal problems and many avail themselves of this opportunity. The members of the department feel that there is much that they are unable to do in helping students with personal problems, but with the assistance of the research officer they are striving constantly to improve their technique and make their results more satisfactory.

#### FORM OF ORGANIZATION

At the present time the Division of Student Personnel consists of seven members beside the president, who is an ex-officio member. The department is headed by a student

personnel committee consisting of the dean of men as chairman, the dean of women, and the president. The dean of women heads the group dealing with women students and who under her direction are the women counselors. The same organization is used for the men students through the dean of men and men counselors. The research officer works not only through the administration but also in personnel problems for the department.

The place of all the members in the division is shown in Figure I.

#### SUCCESS OF THE PLAN

The question may be raised as to the success of the student personnel department after four years of operation. Naturally, the members of the department itself believe that progress is being made, but to evaluate results properly is difficult. Some faculty members have expressed themselves as to the success of the guidance work. These expressions of course are largely subjective and consist of such statements as the following: there is less wasted time at opening of school; the students know "what it's all about"; there is better use of the library; there is more school spirit; there is a more businesslike attitude; there is better attendance; there is better co-operation between faculty and students; there is better school adjustment; there are fewer withdrawals from school on account of discouragement.

The guidance program has been in operation through the depression years when conditions change so rapidly that it is hard to measure objectively the success of the department. A study of school failures seems to reveal little or nothing con-

cerning the effectiveness of guidance. In an effort to secure some measure of the guidance work, it was decided to get a consensus of student opinion.

thought that the present counselors should have full time for counseling. If considered separately, the suggestions of men and of women, the six most frequently recurring sug-

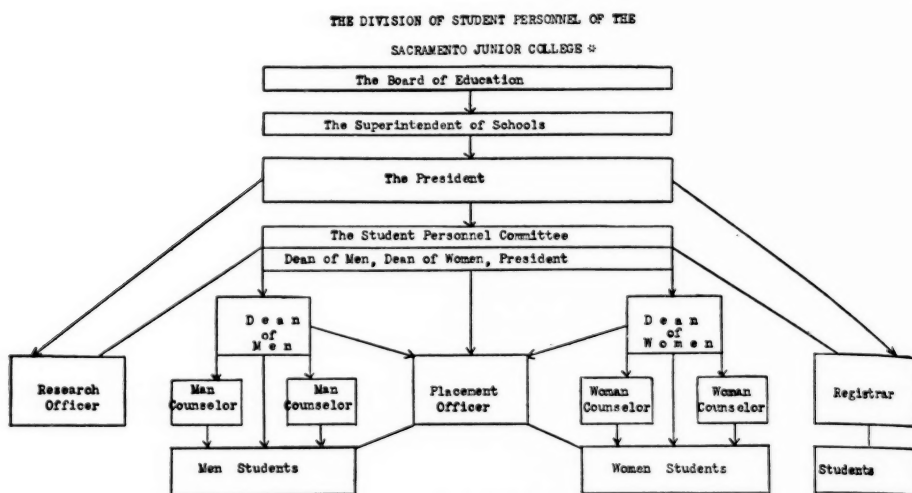


FIGURE I

\* Research Officer and Registrar are service officers only. Arrows indicate responsibility; lines indicate service.

In the spring of 1933, under the direction of Dr. Henry T. Tyler, the research officer, a questionnaire was given to 404 women and 419 men regarding the success of the guidance program. An evaluation of the results showed that, on the whole, the existing counseling system received an enthusiastic commendation from the students. Asked for suggestions or criticisms, only 42 per cent offered any, and 26 per cent of these simply commended the system. Actually only 30.6 per cent made suggestions for changes.

Taking the 342 suggestions offered, the largest number, 90, fell in the group of those which expressed appreciation for the system as it is; the next largest number, 62, wanted more counselors; and 42 more

gestions in order of frequency were as follows:

#### MEN

Do not change system  
More counselors needed  
Counselors should give full time  
Counselors should be more friendly, keeping in closer touch with students  
Counselors should be better informed on educational requirements  
Plan for program-making needs improvement

#### WOMEN

Do not change system  
Counselors should be better informed on educational requirements  
More counselors needed  
Counselors should give full time  
Counselors should be more friendly, keeping in closer touch with students  
Counselors are indifferent



There were several notable sex differences in the adjustments most frequently faced, and in the extent to which these problems were being adequately met. There was need felt by a large percentage of both men and women for more help with problems primarily personal, such as new independence, worry about home or family. Women also felt the need of help with living arrangements, new associates, and keeping physically fit, and men wanted more help regarding financial problems. Large percentages of both sexes reported need of greater help with such scholastic adjustment problems as budgeting time, and slow reading; men also wanted help concerning the use of the library, higher standards of work, and reported indifference of instructors, and women felt the need of better and more exact help with programs and were impatient over too many required subjects.

After the results of this questionnaire were tabulated, the members of the personnel department studied the criticisms very carefully and have done much to eliminate certain of the weaknesses the students seemed to feel. Of course, under present economic conditions, it is impossible to add to the members of the staff. It is hoped that with the return of better financial conditions the guidance work can become more effective. The members of the department are valiantly doing their best to "help students to help themselves." This is the primary objective of the student personnel work at Sacramento. Every effort is made to improve the guidance services and to help students meet the problems requiring adjustment in "a changing civilization."

#### ENGINEERING COMMITTEE

The Committee on Junior Colleges of the Society for the Promotion of Engineering Education for 1934-35 consists of R. A. White, Grand Rapids Junior College, chairman, and J. C. Penn, A. G. Gehrig, F. C. Bolton, and R. L. Sumwalt.

#### PHI RHO PI MEETING

The seventh national convention of Phi Rho Pi, the junior college forensic fraternity, will be held at Virginia Intermont College, Virginia, April 16-18. It is expected that over two hundred delegates will be in attendance. Roy C. Brown, of Virginia Intermont, is the national president.

#### REPRESENTS JUNIOR COLLEGES

Miss Annie D. Denmark, president of Anderson Junior College, South Carolina, represented the junior colleges of the country at the inauguration exercises attending the installation of Leslie H. Campbell as president of Campbell College, North Carolina, January 31, 1935.

#### DULUTH COLLEGE DAY

Exercises of the Seventh Annual College Day at Duluth Junior College, Minnesota, February 28, included a convocation with an address by Phillip Martindale, former United States Forest Ranger and Naturalist, a tea sponsored by the Sacajewas, a debate between Duluth and Eveleth Junior Colleges on the international shipment of arms and munitions, a Dad's Club dinner, a play, *Big-Hearted Herbert*, by the Duluth College Players, and a dance in the cafeteria.

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## Playwriting by Students at Christian College

MARY PAXTON KEELEY\*

Since about 50 per cent of the students who are graduated from junior colleges do not continue their college work, and since many junior colleges do not offer an advanced course in creative writing, it seems desirable to make the beginning course in writing more of a terminal course than it is in the university or arts college. It is well to give the gifted student every chance to do original writing. Many teachers, with some such idea in mind, require a short story to be written in freshman English. However, there are good reasons for substituting a one-act play for the short story.

The first reason for such a substitution is that the freshman enjoys writing a play more than a short story, and the second reason is that he can usually write a better play. This last statement will be contradicted at once by so many English teachers that it is necessary to give evidence to support it. The results of the one-act play assignment at Christian College show that producible plays can be written by college students, but there is very little evidence anywhere to show that college students can write good short stories.

The reason college freshmen cannot write good short stories is that short stories require finished prose style, and a finished prose style, with the rarest exceptions, comes only with maturity. As far as a play

is concerned, the requirements of style are only those of good dialogue, which simply means that the characters in the play must talk as those characters would naturally talk. Most students can manufacture a plot, but a literary finish is beyond them. The real polish is put on a play after it goes into rehearsal and after production. Thus the short story, along with the novel, is the product of one individual, while the play, which is inaugurated by an individual, is the co-operative effort of the author, the director, the cast, the production staff, the audience, and the dramatic critic.

In order to make a success of the one-act play project, there are certain things required of the college as well as the instructor. There must be collections of one-act plays available for study in the college library or in the office of the dramatic coach. There should be some kind of dramatic organization or department in the college in order that the best of the plays written may be produced. Hence the plays for that college must be written with the special limitations of that particular organization or department in mind.

The instructor must, of course, know something about one-act plays, but since so many English instructors have been trained as dramatic coaches and so many have worked in college workshops, the English instructor who knows nothing about plays is the exception. It is necessary, however, all through the project for the instructor to keep

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the average student in mind, however enthusiastic he becomes about his gifted student.

Of course the instructor's task is easier if he is located on a dramatic-minded campus. In Columbia, Missouri, where two women's junior colleges and the state university are situated, there is a local play contest annually in which fifty dollars is offered for the best one-act play written by a student in any of the three institutions. In the last eleven years more than nine hundred plays have been submitted in this contest. The best of these plays have been produced in the university and college workshops. Another incentive for playwriting at Christian College is that the best plays are bound each year in manuscript and placed in the college library.

It is necessary at the outset to offer some sort of a definition of the one-act play. The following seems workable: a one-act play is a dramatic narrative written to be acted on a stage, in which the curtain rises and falls once, and which does not last more than an hour when played. The requirements that hold true for a long play in general hold true for a one-act play; the limitations are those of time, place, and number of characters. The play must first of all have sincerity; second, authenticity—which means in this case that the author knows the people and places of which he writes. To sincerity and authenticity add skillful plot building, struggle, suspense, clever lines, and the recipe is complete.

Students must be made to understand at the outset that the one-act play is written for the Little Theatre, and therefore it must be fairly simple to produce. Properties must

not be demanded that call forth too much expense or effort on the part of the property man. For example, a play that requires the installation of plumbing or a barber chair on the stage is out of the question for production. Hence a play is not a play until it has been produced, and the first requirement is that it be producible. The reading or closet drama, if there is such a thing, is not included in this project.

Selection of suitable subject-matter is most important to this project. Such selection is based on the principle that people must write about people and places they really know. The student often feels that what he knows is dull and uninteresting. The first task is to make him see that romance lies at his elbow. He will want to write about a bootlegger or a South Sea islander or a murderer, but he is advised not to write about bootleggers unless his father is a bootlegger and not to write about the South Seas unless his father has been a missionary there and not to write about a murder unless he himself has been present at a few good murders.

Students are advised not to write plays of college life because it is impossible for the college student to get a perspective on what is so close to him. Thus, with his favorite movie themes eliminated, he almost has to draw on his home town for material, and this is a good thing, for he knows more about his home town than any place else on earth. Narrowing down the material still closer, the college student may even use the members of his own family for material. At Christian College, some home town plays have been written about the Civil War, the construction of Bagnell Dam, inter-

marriage between an Indian man and a white girl, a county-seat fight, a feud on the Mexican border, and a dispute over the birthplace of General Pershing.

Along with the writing of one-act plays must come the study of one-act plays that have already been written. Some one-acts that are good for class reading or special study are: *Ile*, O'Neill; *Thursday Evenings*, Morley; *The Fourth Mrs. Phillips*, Glick; *The Sundial*, Pilot; *Red Carnations*, Hughes; *So's Your Old Antique*, Kummer; *The Twelve Pound Look*, Barrie; *How He Lied to Her Husband*, Shaw; *Reckless*, Riggs; *The Boy Comes Home*, Milne; *The Land of Heart's Desire*, Yeats; *Minnie Field and Sparkin'*, Conkle; and *Trifles*, Glaspell.

The project should not be started unless six weeks can be devoted to it. The time may best be spent as follows: after three class periods are devoted to the study of plays, the writing of the scenario is assigned; the next week, character studies of the people in the play are required; the third week, a dialogue between two of the characters; the fourth week, a description of the set with the stage plan. Two weeks are allowed for the actual writing of the play. Only the ones that are producible are revised.

When it is found that one girl is good at plots but poor at dialogue, collaboration is suggested. As many as six students can work on a play.

After the play is finished by the author, it is read to the class. If it seems promising, it is placed in the hands of a director, who casts it and produces it. During the rehearsals the playwright should attend and watch for holes in the play as well as for awkward lines. The final

revision comes after the playwright has seen the finished production.

The success of the playwriting project at Christian College may be judged partially from the results of the local play contest open to students in the two women's junior colleges and the University of Missouri. Christian College first participated in the contest in 1930. In that year honorable mention was awarded to a play written by a first-year student in the College. In the 1931 contest, three entries from Christian College received honorable mention. In the 1933 contest, a student of the College wrote the play which received first place. This play tied for first place in the Zeta Phi Eta National Playwriting Contest.

It is interesting to note that in addition to awards received by Christian College girls during the time they were enrolled in the junior college, several of them have received further recognition as playwrights after enrolling in the University of Missouri. The play which placed second in the 1934 contest was written by a former Christian College student, who also received an honorable mention for another play in the same contest.

The gold trophy cup awarded in the 1934 Midwest Folk Playwriting Contest, a contest in which college students from nine states competed, was received by a second-year Christian College student.

A recent publication of the College is the volume *Christian College Prize Plays*, containing six plays which have won places in contests and are considered of especial merit. All have been produced in Columbia or elsewhere in the state.<sup>1</sup>

<sup>1</sup> Reviewed in the *Junior College Journal* (March 1935), V, 329-30.



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## Relation of Personality to Scholarship

A. M. TURRELL\*

The data on which this study is based were collected at Pasadena Junior College, California, a four-year institution comprising grades eleven through fourteen. Two or three considerations led to the investigation. The writer had noted a high degree of correlation between the character-trait ratings which instructors gave their students and the subject-matter grades which they gave these same students (Pearson  $r = +0.86$ ). Then, too, it had been his observation in counseling students regarding failures in subjects that certain types of students seemed to overcome their difficulties when shifted to certain subject-matter fields. Other students seemed to have personality clashes with instructors which could be overcome by changes. It was thought that if a significant relationship could be established between some standardized personality inventory and achievement in subject fields, this might be used in guidance for predictive, and hence, distributive or adjustive work. For example, if it were found that an individual with introverted behavior patterns tended to succeed better in academic fields, or the dominant individual in the skills, then this relationship might be of value in guidance.

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<sup>1</sup> W. Hardin Hughes, "Refining the Estimates of Personal Qualities," *Nation's Schools* (February 1931), VII, 55-60.

This question of a relationship between scholarship as evidenced by teachers' marks, and personality and character-trait ratings was examined in two ways. In the local junior high schools the teachers rate all of their students each semester on the Hughes Trait Rating Scale.<sup>1</sup> The teachers pass judgment on seven traits: industry, accuracy, initiative, reliability, co-operation, leadership, physical vitality. Each trait is defined on the scale, and five spaces are provided for a check mark ranging from minimum to maximum. Hence, for the four junior high grades (7, 8, 9, and 10) each student will receive anywhere from 32 to 40 ratings on these seven traits. When these students came to the Pasadena Junior College in grade eleven, their composite ratings for the four years were correlated with their average grades for the same period. Five hundred cases were selected. It was this correlation which yielded the previously mentioned value of  $r = +0.86$ .

The second relationship studied was between the Bernreuter Personality Inventory and scholarship averages. Numerous studies have in the past yielded an insignificant relationship between this Inventory and general scholarship. However, the writer thought that if averages in types of subjects were used this might not be the case. The line of reasoning was this: an average of all subjects might compensate extremes of achievement in special

fields, which might be evidences of special adaptability to that field due to the student's make-up. So the correlations were calculated be-

Correlations were kept separate for the foregoing groups. These sixty-four values of "r" are given in Table I. Populations in the lower-

TABLE I  
CORRELATIONS BETWEEN BERNREUTER PERSONALITY INVENTORY AND  
FOUR SCHOLARSHIP GROUPS

	Scale 1		Scale 2		Scale 3		Scale 4	
	Men	Women	Men	Women	Men	Women	Men	Women
LOWER DIVISION								
General .....	+ .004	+ .02	+ .01	+ .11	+ .05	+ .10	-.05	-.07
Academic .....	+ .08	+ .06	+ .03	+ .07	+ .07	+ .02	-.05	-.16
Semi-skills .....	-.02	+ .02	+ .01	+ .05	+ .03	+ .001	+ .01	-.02
Skills .....	-.08	-.05	+ .02	+ .04	-.06	-.09	+ .05	+ .02
UPPER DIVISION								
General .....	+ .01	-.11	+ .06	+ .12	-.04	-.13	-.13	+ .06
Academic .....	-.04	-.12	-.01	+ .09	-.07	-.10	-.07	+ .03
Semi-skills .....	-.12	-.05	+ .09	+ .11	-.12	-.07	-.03	+ .07
Skills .....	+ .07	-.12	-.08	-.12	+ .004	-.10	-.15	+ .07

tween each of the four ratings on the Inventory and each of the four following grade-point ratios: (1) the general scholarship average for all subjects carried by the student; (2) the average in academic subjects alone, such as English, languages, social sciences, the more advanced mathematics courses; (3) average in the semi-skill subjects such as the laboratory sciences, which involve the development of some manual skill, but depend also on the use of study methods as in the academic subjects; and (4) the skill subjects like art, shop courses, typing.

The Bernreuter Inventory was given in the junior college to all new students entering at either the eleventh year from our own junior high schools, or the thirteenth year from surrounding high schools. The numbers to whom this test was given were:

Boys, Grade 11.....	208
Girls, Grade 11 .....	229
Boys, Grade 13.....	140
Girls, Grade 13.....	201
Total .....	778

division groups varied from 170 to 229; in the upper-division, from 99 to 201.

#### SUMMARY AND CONCLUSIONS

1. From the high correlation between trait ratings and scholarship one might make one of three conclusions: (a) There is a high degree of relationship between traits of character as named in the scale used, and scholarship; or (b) the rating scale and the grades both measure the same thing, and the instructors are really grading their students in subjects on the basis of character traits rather than accomplishment; or (c) the rating scale and the grades both measure the same thing, and the instructors are really rating their students on a five-point scale with the same relative standing as the subject grade.

It is the writer's opinion that the last is the conclusion which fits the situation, and that this is an example of the "halo" effect in rating.

2. Since none of the Bernreuter correlations are higher than +0.12 or -0.15, there seems to be no sig-

nificant relationship between the factors which this Inventory measures and the grades given by teachers considered either as a general average or by subject fields.

3. It is interesting to note, however, for the lower-division students a "tendency" for the correlation to be positive between the introvert score and academic scholarship, and negative for the skill subjects. The "tendency" is the opposite for the dominance scores, that is, the correlation is negative with academic scholarship, and positive for the skill subjects.

#### NEW YORK PLANS

Plans are under discussion for the establishment of a public junior college at Beacon, New York, a city of 12,000 population, in connection with a projected new high-school building.

General education today is inclusive in its approach, adjusts both its quantity and its quality to the state and nature of the recipient, and seeks to become universal. Its genius is for diffusion. Its object is the individual—to make of him a positive, responsive, contributing unit in social affairs by cultivating him to the limit of his powers. Today the junior college is almost everything that it should not be. It must become a genuine exponent of general education. Little by little its connection with the university will be recognized as artificial. For some time it will continue to be the first two years of the arts college. Ultimately, however, it will stand upon its own feet.—W. S. LEARNED, in *Twenty-Ninth Annual Report of the Carnegie Foundation*

#### KEMPER TOUR

An interesting and instructive educational tour for the benefit of cadets at Kemper Military School, Missouri, took place during March. It included visits to St. Louis, Washington, Mt. Vernon, Arlington, Alexandria, Annapolis, Philadelphia, New York, West Point, and Niagara.

#### THE TEN COMMANDMENTS

If junior college may be considered representative of American youth, it is safe to assume that the future of the United States will be a peaceful one. In the recent survey made to determine the shifting attitude toward life's problems by evaluating the Ten Commandments in order of importance, the sixth commandment, "Thou shalt not kill," was placed first by a large majority of the students.

Probably the fact that Sunday has become a day of play and entertainment is responsible for placing at the end the thought that the Sabbath should be a day of rest and reverence. Second from last is the "Thou shalt not covet" commandment and its position may be due to the prevalent tendency to keep up with the Joneses.

In general, the survey was of interest in revealing the popular trends in the morals of modern youth, though the data cannot be used as conclusive proof of shifting attitudes because of its limited scope. Then too, as several students expressed it, it is well to keep in mind that the Ten Commandments are of such importance that it is difficult to judge fairly between them.—*The Tatler*, Highland Park Junior College, Michigan

# Terminal Course in Business Administration

B. A. MAY\*

In September 1929, a two-year terminal course in business administration was organized at Graceland College. The primary purpose for this course was to develop socially minded, junior business executives. In order to achieve this aim the following curriculum was adopted:

## FRESHMAN YEAR

First Semester	Hours
Accounting I .....	3
Composition and Rhetoric.....	3
Economics .....	3
Commercial Geography .....	3
Speech .....	1
Physical Education .....	1

Second Semester	Hours
Accounting II .....	3
Composition and Rhetoric .....	3
Economics II .....	3
Economic History of the United States....	3
Speech II .....	1
Physical Education .....	1

Electives	Semester Hours
Psychology .....	3
Liberal Arts .....	3

## SOPHOMORE YEAR

First Semester	Hours
Business Organization and Management...	3
Money and Banking .....	2
Business Law .....	3
Physical Education .....	1

Second Semester	Hours
Principles of Marketing.....	3
Money and Banking .....	2
Business Law .....	3
Physical Education .....	1

Electives	Semester Hours
Education .....	5
Political Science .....	2
Liberal Arts .....	8

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The following year Economic Geography was replaced by Principles of Business Administration—the latter purposing to give the beginning student a broad concept of the nature and scope of business and its relation to society. The principles course is fundamentally orientative; it is in this subject that the student is enabled to determine whether or not his interest lies in the commercial world.

## OBJECTIVES AND TECHNIQUES

The business administration curriculum at Graceland College is divided into two distinct phases: first, training in the techniques of business management; second, the development of what might be termed "social-mindedness," that is, an alertness to the student's duty as a member of society.

After five years' experience with this terminal course in business administration it is felt that for a student to become properly acquainted with the techniques of business he must, as a minimum requirement, be well grounded in the principles of accounting, business organization and finance, marketing, and business law.

A strong economics course will add to the student's technique; furthermore, it will aid materially in developing within him the social-mindedness so essential in any educational plan. The fundamentals of value, price, production, distribution, etc., are vital in an economics



course; however, the course is grossly inadequate if it fails to raise the vital economic problems which face the world today. The student need not decide in his mind any of these problems; the important thing is for him to become conscious of them. After all, the proper intellectual development—the educational process—is to develop problems faster than solutions can be found for them.

The course in economic history presented with a proper angle will make a decided contribution in bringing the terminal course to a successful culmination. It should not be a mere study of what happened—when, where, and how. Primarily it should be a study of innovation and invention, of change and development, so correlated as to show clearly the bases for modern economic and social phenomena.

Many economic history presentations are inadequate because instructors fail to give proper evaluation to acts of synthesis. An act of synthesis should not rub out the past. The genius should be given his proper credit—that of a consolidator and interpreter of a series of discoveries which culminate in a machine or process of great social utility. The processes whereby the genius obtained various fundamentals from his predecessors too often fail to contact the consciousness of the student.

Too frequently the student fails to grasp the fact that the bases of great syntheses are small discoveries; that the genius merely consolidates and interprets them. For example, in the study of evolution we rarely go back farther (in a semester history course) than Darwin. The impression left with the stu-

dent is that Darwin originated the theory of evolution, an error of first magnitude. In brief, the genius is not both the beginning and the end. He is merely the end.

Particular care should be taken to insure proper selection of electives. Properly chosen electives enhance materially the possibilities for bringing to a successful denouement the second objective of the terminal course, namely, social-consciousness. Graceland College business students are advised to elect "Introduction to Social Science," a two-semester, three-hour survey course in social sciences. This course is designed to give the groundwork for social study. It examines the bases and the processes in the development of Western civilization and then examines the several fields of our social heritage with emphasis upon the relations of the individual to and in present society.

#### CHANGE OF MAJOR

Students who discover at the close of the first year that their interests are not commercial in nature may change their major without appreciable loss of credit. A few universities refuse to accept Principles of Business Administration for credit unless the student majors in business. Since the course is only a three-hour, one-semester subject the loss does not seriously retard the student's collegiate career. Occasionally an adviser will find that a student who planned to terminate his education at the end of two years has decided to take a degree. In such instance the adviser should steer the student clear of second-year business subjects. Some difficulty involving a partial loss of

credit may be experienced if the student endeavors to transfer second-year business administration subjects to higher institutions, since these subjects ordinarily are given in the third and fourth years. Whether loss of credit on second-year courses in case of transfer will be sustained depends of course upon the university or college selected.

#### ACTIVITY FOLLOWING GRADUATION

The type of employment engaged in by forty students the first year after graduation from the Graceland terminal course in business administration, over a five-year period, may be summarized as follows:

	Percent- age
Engaged in commercial activity.....	45
Continuing educational career.....	30
In the teaching profession.....	10
In agriculture, government, service, and other activities.....	10
Unemployed .....	5

The percentages above show that the course proved of greatest value to the student who planned for his college career to terminate at the end of two years. A few students with limited funds, however, have taken the course with the plan of working a year or two after graduation and then working toward a degree at a university.

The Los Angeles Junior College two-year banking course is so complete, so broad, that those graduates whom we place are well prepared to step into line and start on a long and increasingly worthwhile banking career.—C. C. LINCOLN, personnel manager of the Security First National Bank, Los Angeles, California

#### CHOICE OF PERIODICALS

*Time* is the magazine read regularly by the majority of freshmen at Duluth Junior College, a questionnaire filled out by freshmen during the fall quarter revealed. Fifty-seven of the class named the weekly. The *Saturday Evening Post* was a close second in popularity, fifty-six students mentioning it. Third was the *Literary Digest*, and fourth, *Harpers*. Thirty-eight students read *Collier's* regularly, and thirty-two the *American Liberty Readers' Digest*, *Atlantic*, and *Cosmopolitan* were seventh, eighth, ninth, and tenth, respectively.

#### ANDERSON ANNIVERSARY

Dr. E. M. Poteat was the guest speaker at the twenty-fourth birthday celebration of Anderson College, South Carolina, on Founders' Day, February 14.

#### STUDENT HANDBOOK

An attractive forty-page student handbook represents one of the first activities of the student body of the newly organized Middlesex County Junior College, Perth Amboy, New Jersey.

Unless junior college facilities are reasonably available to all youth of a given area it is distinctly unwise to shorten the total time for completing the elementary, junior high, and senior high schools in that area.—J. S. KADESCH, Superintendent of Schools, Medford, Massachusetts, in 1934 *Proceedings of the National Education Association*

# The Improvement of College Teaching\*

## Comprehensive Examinations

HAROLD W. LEUENBERGER† and  
WALTER CROSBY EELLS‡

### INTRODUCTION

A "comprehensive examination" is a type of examination which attempts to measure the extent of the student's mastery of a broad field of knowledge rather than of specific courses. The term is of American origin. It is, however, American in name only because in actuality this is the oldest type of examination and the most universally used form of educational measurement.

Examinations, according to Jones, assumed a position of importance in the civilization of Europe in the medieval universities.<sup>1</sup> "As scholars formed guilds for the promotion of study, the requirement arose that those who wished to assume the post of teacher should distinguish themselves publicly in the branches they expected to teach. Elaborate systems of disputations and determinations—standard questions with formal replies—gradually took

form." The universities, however, soon grew and attendance was no longer limited to those who expected to teach. As a result, the terminal examinations ceased to be a qualifying test and took on more and more the aspect of tests of general cultural development. This type of examination has, for the most part, remained in the universities of Europe until the present time. These institutions, unlike their American offspring, have seldom seen fit to apply any other type of educational measurement to their products.

Measurement in American colleges and universities began by following in the footsteps of its European progenitor. Until quite recent times, students in higher institutions of learning in this country were given a general examination at the end of their courses which was based to a large extent on the classics. Within the past thirty-five or forty years, however, this system of examination has been abandoned because of the advent of multiple curricula, with many and varied optional and elective courses. Because of this type of examination practice, American colleges have been criticized by most European educators and by some Americans. James Bryce, in speaking of the American student, says:<sup>2</sup> "At no point in his career is he expected to submit to any one examination

\* For introductory statement, explanatory of this series of articles, see *Junior College Journal* (October 1934), V, 26-27.

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<sup>1</sup> E. S. Jones, *Comprehensive Examinations in American Colleges* (The Macmillan Company, New York, 1933), p. 6.

<sup>2</sup> James Bryce, *The American Commonwealth* (The Macmillan Company, New York), II, 726.

comparable, for the combined number and difficulty of the subjects in which he is questioned, to the final honors examinations at Oxford and Cambridge, even as now constituted, much less as they stood fifty years ago."

Within the past decade or two, American institutions of higher education have begun to wonder if their practice of examination was not perhaps resulting in the overtraining of students in a few lines and the neglect of the broad cultural educational background deemed so essential to the college graduate. As a result there has been a swing back to the general examinations of former years.

In its beginning the movement for comprehensive tests was concerned with examinations for honors work for superior students. Now there is a trend to extend this type of measurement to all candidates for degrees, and in some cases it is being used for purposes of promotion from one college year to another as at the University of Chicago. Between sixty and seventy colleges are now giving comprehensive examinations to all or part of their students, either as a specific requirement for the degree or in some departments of the institutions. The question has assumed enough importance to challenge the interest and study of all college faculties, including those of the junior colleges.

#### QUOTATIONS<sup>3</sup>

It is significant that, not only in this country but also in the countries of Europe, there is at present much discussion of examination procedures.

<sup>3</sup> These quotations are all taken from the books and articles listed in the bibliography at the close of this article.

There are those who wish greater relaxation in fixed requirements; those who wish higher levels of attainment; those who argue for the rapid expansion of the new types of "objective examinations." . . . some 80 colleges in this country are now experimenting with some form of comprehensive examination. Those who have tried it longest and most seriously seem to be pleased with its results. . . . one can almost predict that the "comprehensive" is at least not a passing fad. (JONES.)

In its [comprehensive examination system] formulation cognizance should be taken of the entire range of results sought, and tests with the maximum degree of objectivity practicable should be devised. If this is not done, but instead the emphasis is placed exclusively or even mainly on the informational side of the comprehensive examinations, the entire instructional staff will be given a set in teaching that will throw the emphasis on the acquisition of information as the goal to be sought. If this should be the result it is difficult to see that it would represent much of an advance over the present one in which student progress is measured by the accumulation of course credits. (WORKS.)

From what I have seen of oral doctoral examinations, I shudder to think of what caricature performances might be witnessed if all college sophomores were subjected to oral examination. (WOOD.)

Harvard constructs enormous 10-15-page examinations, that students may reveal their "grasp" and "power of thought." Swarthmore punishes its honors seniors with from eight to twelve three-hour examinations — thirty-six hours of examining, while others find five hours sufficient. (TROW.)

To expect the average teacher who has given only hour tests to hurriedly add at the end a final comprehensive examination is disastrous. He is not

apt to do more than canvass his previously used questions and use them again, requiring about the same emphasis on detail that he would ordinarily expect in a short quiz. (JONES.)

The final honors examinations operate to compel the student to muster his forces and correlate his material. It is then, and then only, that one sees his errors and is in a position to profit by them. The revelation that one could bring the loose ends of two years' work together in a coherent whole came to me as a tremendous thrill. Thereafter the whole grilling experience of the examination was of little importance, since preparation for them had become an Open Sesame instead of the Closing Service, as I had once thought it would be. (SPILLER, quoting a former honor student at Swarthmore.)

The chief difficulty in the whole system is the amount of time and labor and skill required for conducting it [the general final examination], especially on a large scale. This means additions to the staff; which means sometimes great cost. The tutors and the long and searching examinations are so expensive, and good tutors so hard to get, that it is difficult to see how many of the large universities can have them. The solution may be the differentiation of our higher education into universities of different types, if the American desire for uniformity will permit it. (TATLOCK.)

#### QUESTIONS

1. What are the psychological reasons for or against comprehensive examinations?
2. To what extent are comprehensive examinations now used in American colleges and universities? In European colleges and universities?
3. Should the comprehensive examination, when given, be restricted in its content to mate-

rial covered by course work or should it in addition cover general materials of a liberal education?

4. Should the content of comprehensive examinations be informational in character or should it stress the measurement of interests, attitudes, and ability to solve problems?
5. When used, should comprehensive examinations be the sole basis of promotion or graduation? If not, what should supplement them?
6. What is the value of comprehensive examinations as a means of measuring progress of students from entrance to graduation?
7. What changes, if any, in courses and methods are necessary when a system of comprehensive examinations is installed in a college?
8. Who should make out comprehensive examinations? Individual teachers? Departments? The institution as a whole? Faculty of other institutions? A district or national agency?
9. Who should administer, grade, and interpret the results of comprehensive examinations?
10. What should be the length of time required to give comprehensive examinations?
11. Should comprehensive examinations be written, oral, or a combination of written and oral? In character should they be essay or objective? How differ from regular course examinations?
12. Can comprehensive examinations measure more effectively the *quality* of learning than present types of examinations?



13. Will comprehensive examinations tend to foster and create or destroy the "pleasure of scholarship"?
14. If comprehensive examinations are used, should previously used questions be made available to students?
15. What is the attitude of students concerning comprehensive examinations?
16. Would the adoption of an adequate comprehensive examination program increase or decrease the cost of instruction and testing? In what ways?

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## The Junior College World

### IDAHO LIBRARY REPORT

The annual report of Miss Ina Stout, librarian of the Southern Branch of the University of Idaho, at Pocatello, reports a circulation of 5,951 regular books and 29,821 reserve books last year. Her recommendations for the future include the following:

*Longer hours.* — With a rapidly growing student body we shall need to keep the library open longer hours in order to accommodate all the students on account of the lack of reading space.

*Shelving space.* — All shelving space already built is completely filled when all books are in the library.

*Additional staff.* — To lengthen the library day will require additional help, both student and staff.

### SAN FRANCISCO ORGANIZES

The San Francisco City Board of Education, upon recommendation of Superintendent Edwin A. Lee, has voted to establish a junior college department of the San Francisco City and County High School District, to open on August 26, 1935. By agreement with the University of California, the institution will be housed without rent in the University of California Extension Division Building in San Francisco. Mr. A. J. Cloud, former Chief Deputy City Superintendent of Schools, has been appointed president.

The agreement with the University of California stipulates the following points: (1) The new program of studies of the junior college will be developed co-operatively by

the University of California and the San Francisco School Department; (2) the new junior college will provide facilities for the practice-teaching of graduate students in training for the Junior College Credential; (3) Dr. Merton E. Hill, director of Admissions and professor of Junior College Administration at the University of California, will render advisory service for approximately two days per week; (4) the San Francisco City Board of Education will provide for the necessary administrative and teaching costs together with expenditures for maintenance and operation of the junior college.

The program of studies will include completion courses in vocational subjects, courses for students who plan to transfer to higher institutions, and courses comparable to the first two years of the University of California. Owing to the increasing demand for junior college facilities in San Francisco, it is believed that capacity enrollments will be encountered after the first year. The building has a capacity of 2,500 students.

### JUNIOR COLLEGE COURSES

Two new university courses on the junior college have recently been announced. During the present semester Boston University is giving such a course under the direction of Professor Jesse B. Davis, who was active in the organization and development of the first junior college in Michigan.

At the University of Nebraska a

similar course is being given by Professor G. W. Rosenlof, formerly director of secondary education in the Nebraska State Department of Public Instruction, but now a member of the University faculty.

#### TO STUDY CERTIFICATION

At the annual meeting of the American Association of University Professors in Chicago in December the following recommendation of the Committee on Resolutions was adopted:

*Resolved*, That the Council of the American Association of University Professors be requested to take under consideration the desirability of making a study, either by some existing committee or by a new committee to be appointed, of the certification of teachers for junior colleges.

#### JOHN TARLETON NEEDS

In his annual report, just issued, President J. Thomas Davis, of John Tarleton Agricultural College, Texas, says:

The most persistent problem confronting this institution is that of lack of buildings and facilities. The institution is crowded and constantly feels the pressure of inadequate buildings and supplies. Most of the buildings on our campus are temporary frame shacks, and thus cause the entire campus to be in constant danger of fire and destruction by same. If the Science Building could be completed it would enable the college not only to provide better classroom and laboratory facilities, but also to provide better and more adequate facilities for the library and remove some of the fire hazards from the campus. We do not have adequate library space. There is no place on the campus to which the students can go between classes for study. We are likewise very seriously

in need of dormitory and dining-room space. It is to be hoped that very soon more building facilities may be provided.

#### HARTFORD EXPERIMENT

Concerning the freshman work being carried on last year and this year at Hartford, Connecticut, by Mt. Holyoke College, R. W. Holmes says in a recent issue of the *Journal of Education*:

Dean Allyn says that "while at present it is still to be considered as an emergency institution organized to meet the present financial crisis, it is conceivable that if there is sufficient demand it might developed into a permanent junior college." In this case it would cease to be simply an experiment in scholarship aid. It would then perform the unique function of the junior college. The trend of the times in higher education makes this outcome appear not altogether unlikely.

#### RADIO JUNIOR COLLEGE

The Radio Junior College conducted by Ohio State University has completed its first year of activity. During that period the radio college has increased its enrollment each quarter by one-third. This project in radio education has been conducted, with the co-operation of the Emergency Schools Administration, from the university radio station.

The Radio Junior College, now known not only to thousands of Ohio citizens, but to representatives of other states as well, has grown in that time from an experiment to an outstanding reality. Courses in psychology, home economics, French, English, social ethics, engineering, and education are being offered during the present quarter.

The courses, in the order of their

popularity, judged by enrollment, are as follows: English, psychology, French, home economics, philosophy, art appreciation, education, and engineering.

There are a number of clearly defined advantages of the Radio Junior College: (1) It has provided a definite program to which listeners can subscribe. The disadvantages of some of the old programs to which students "just listened" are very apparent. (2) As an FERA project it provides courses of college level for the unemployed, those who have been unable to attend college, for the most part. (3) Syllabi, manuals, supplementary notes and readings, and examinations are all given as a part of these courses because funds are provided for this purpose. (4) As a definite project it has facilitated program arrangements, since instructors who were heretofore too busy with heavy classroom schedules have been relieved of at least a part of that work in order to devote more time to their radio material. More enthusiasm on the part of the instructors has been witnessed because of the definite program.

In addition to all of the obvious educational advantages the Radio Junior College has brought about an intense interest in education by radio. This has been evidenced within the state of Ohio and its surrounding territory, the university, and radio Station WOSU itself. Twenty county radio teachers or supervisors are taking an active interest in enrolling students. Seventy of Ohio's eighty-eight counties are represented in the enrollment, and listeners in Michigan, Indiana, Kentucky, Pennsylvania, West Virginia, Wisconsin, and Canada have filled

out registration cards and expressed their appreciation of the courses.

#### CHICAGO NEW PLAN

The University of Chicago Press has just published a volume, *The Chicago College Plan*, by Dean Chauncey S. Boucher. The chapter on the "Four-Year College" will be of special interest to junior college administrators. Dean Boucher says:

The four-year college program at the University of Chicago is a natural capping stone to secondary education and a bridge between secondary education and truly higher, or university, education. We have endeavored to design our college program to bridge this gap successfully. Instead of permitting the tone and tempo of high-school performance to reach up and control the junior college program, we have insisted that the tone and tempo of university performance must be pushed down into the junior college program, there to meet the high-school influence and to remold it, as the student progresses in his appreciation of what his status must be as a scholar, if he is to enter one of the upper divisions or professional schools.

#### NEW LAW TEXT

Marking an innovation in the field of legal education, a book has been prepared by Edward P. Morton and Byron R. Bentley, attorneys and members of the faculty of Los Angeles Junior College, entitled *Business Law of Contracts and Sales by Cases*.

Since most business transactions involve some phase of the law of contracts, there seems to be a real need for a volume which gives a rather thorough knowledge of the law, but which avoids becoming so technical as to be of value to the professional law student alone. Excellent case books are already avail-

able for the graduate professional law student, and this work is an attempt to provide a book of the same quality but suitable to the requirements of the junior college student. In many ways it has been found unsatisfactory to attempt to study legal rules abstractly. The case method offers an opportunity to view legal principles in their relation to a factual background and also affords considerable opportunity for mental development along legal lines. In this volume use has been made of expositions of the law rendered by judges in deciding actual controversies that have come before the courts.

The book represents the answer to the needs of the course on contracts and sales offered at the Los Angeles Junior College and has been used there for some time in the form of a syllabus. The course is taken both by students who have had no previous course in law as a beginning course, and also by students who have had a high-school course in commercial law but who desire more thorough study in the field of business law. Approximately three hundred students enroll in the course on contracts and sales at the Los Angeles Junior College each semester.

#### FORT VALLEY CURRICULUM

Fort Valley Normal and Industrial School, Georgia, has issued an eight-page outline of a program of studies for discussion and criticism of educators throughout the country. The proposed program is a development of several years of investigation and experimentation. It involves a thorough study of curriculum reorganization and of the problems of the small rural sec-

ondary school; it incorporates the results of eight years of teaching and supervision at Fort Valley and a consideration of the various complex life problems of young Negro people in the South. The program represents the dynamic effort at Fort Valley to adjust the offerings of the school to the needs and demands of the lives of its students. It seeks to provide the pupil with a realistic understanding of his environment, both physical and social, and essays to equip him with the skills necessary to most efficiently cope with it for his own happiness and for the general good.

#### ADULT COURSES GIVEN

At Hackettstown, New Jersey, an extension course for adult education was given on Tuesday evenings during January and February by members of the faculty of Centenary Junior College. The following topics were covered: "The Soul of a Humble Race," "Current Economic Trends," "Community Dramatics in Every Town," "Miracles of Nature," "Intelligence Tests and What They Mean," and "The History of Choral Music."

#### CHICAGO SCHOLARSHIPS

University of Chicago has announced a number of scholarships for junior college students who receive their junior certificate at the end of the current semester. The available scholarships are divided into three groups:

First, scholarships available to students in the Department of Commerce. These scholarships are awarded on the basis of the students' marks and recommendations, and carry an award of either \$300 or \$150.



Second, a number of general scholarships are being offered which are based entirely on the students' grades throughout junior college.

Third, there are a number of competitive scholarships which will be awarded on the basis of the results of examinations to be held on May 4, 1935. These scholarships cover full tuition and are valued at \$300.

#### ALTUS DEBATERS

At a meeting of the civic clubs of the city of Altus, Oklahoma, the Board of Education, and the directors of the Altus Junior College, it was voted that these bodies would be responsible for seeing that the Altus Junior College debaters were sent to the National Forensic Tournament at Bristol, Virginia. Three of the debaters in the Altus Junior College were national high-school championship debaters in 1933. Mrs. Clifford Peterson, head of the speech department, is coach of the team.

#### JOHN TARLETON ENROLLMENT

The annual report of the president of John Tarleton Agricultural College, Texas, shows enrollment in 1933-34 of 882 in the regular or long session, and 554 in the summer session, making a total of 1,436. The enrollment by classes in this four-year junior college is as follows: seniors, 254; juniors, 491; sophomores, 45; freshmen, 6. Students are found from 134 Texas counties in the complete enrollment.

The average years of teaching experience of the 64 members of the faculty is in excess of sixteen years each, nine of which has been at John Tarleton, showing a very stable faculty. Twenty-nine members of the

faculty have been at the college ten years or longer, and three for seventeen years.

#### DODGE CITY PLANS

The people of Dodge City, Kansas, have voted by a two-to-one majority in favor of establishing a junior college, but as yet it is uncertain whether or not it can be opened next fall. Owing to the cash-basis law operating in Kansas the Board is not permitted to contract for teachers above the budget of the past year. The community wants a junior college, the School Board wants one, and communities surrounding Dodge City have expressed a very favorable attitude, but money must be on hand to operate the junior college for at least a half year before the Board may proceed. If crop conditions are favorable, and sufficient back taxes are paid in, the Board of Education hopes to initiate a junior college this fall.

#### NEW GYMNASIUM STARTED

Work on a new \$180,000 gymnasium for men at Los Angeles Junior College was commenced the middle of March. The wings will be completed during the summer and the entire building early in 1936.

#### LIBRARY CHANGES

A recent study of per capita holdings of seven junior college libraries in California shows that there were 12 volumes per student in 1928-29 but only 10 volumes per student in 1932-33. The greatest per capita growth was shown by Marin Junior College, whose reported increase from 1,681 to 6,298 volumes represented a per capita change from 7 to 15 volumes per student.

## Reports and Discussion

### DIRECTORY CORRECTIONS

The following corrections or additions should be noted in the 1935 Directory of the Junior College. The secretary will be glad to receive notice of any further omissions or errors and to publish suitable corrections in the *Journal*.

College of South Jersey, Camden, New Jersey; Charles L. Maurer, dean; coeducational; private; organized 1927; 3 full-time and 9 part-time instructors; 33 freshmen, 15 sophomore, and 11 special students.

The Garland School, 409 Commonwealth Avenue, Boston, Massachusetts; Mrs. Gladys Beckett Jones, director; women; private; accredited by the American Association of Junior Colleges.

Harcum School, Bryn Mawr, Pennsylvania; Edith Harcum, director; women; private; organized 1934.

Portia Junior College, 45 Mt. Vernon Street, Boston, Massachusetts; Arthur W. MacLean, director; coeducational; private; organized 1934; 8 part-time instructors; 191 freshmen. This is a division of Portia Law School.

Stoneleigh Junior College, Rye, New Hampshire; Richard D. Currier, president; women; organized 1933; private; enrollment in freshman year, 1933-34, 37.

Southern Seminary; Buena Vista, Virginia; Robert Lee Durham, president; women; organized 1922; private.

The Directory indicates that Oak Park Junior College, Oak Park, Illinois, is accredited by the University of Illinois. This is an error.

Several other junior colleges are known to be in operation but we have been unable to secure detailed infor-

mation from them. Subsequent announcements will be made as rapidly as information can be obtained.

DOAK S. CAMPBELL, *Secretary*

### ADDITIONAL HONORARY SOCIETY

#### *Delta Psi Omega*

Honorary Dramatic Fraternity  
Existing chapters—Ninety-three  
President—Irene Childrey Hoch, Modesto Junior College, California  
Secretary—Paul F. Opp, Box 347, Fairmont, West Virginia

### OKLAHOMA MEETINGS

On November 9, 1934, twelve of the sixteen junior colleges of Oklahoma met at the State Capitol in Oklahoma City to discuss problems which concerned the municipal junior colleges.

The representatives of this meeting made a temporary organization to be effective until the annual Oklahoma Educational Association met in February. C. C. Beaird, director of the Poteau Junior College, Poteau, was elected president and Miss Emily B. Smith, dean of Altus Junior College, Altus, secretary. Three special committees were appointed to study the junior college situation in Oklahoma. E. H. Homberger, director of the Junior College at Woodward, was appointed chairman of the curriculum committee, and R. B. Bryant, director of the Pawnee Junior College, Pawnee, was appointed chairman of the extracurricular committee.

A legislative committee of five members was named to plan a legislative program. This committee was composed of the president and secretary of the organization, Eldis Hutchinson, clerk of the school board, Okmulgee, Dr. N. Conger, director of municipal junior colleges in the State Department

of Education, and H. L. Allen, Okemah Junior College, Okemah.

On December 8 a second meeting of the municipal section of the Junior College Association was held. At this time committee reports were made and further suggestions adopted for the work. The curriculum committee divided its work into seven parts, to be made the study for the ensuing year, as follows: physical education, English, physical science, biological science, social science, mathematics, home-making, commerce, industrial work, aesthetic appreciation (music, art, literature, ideals, ethics, etc.).

At the December meeting the legislative committee adopted three resolutions, one recommending that the Governor of the state authorize the educational committee to make a special study of the municipal junior college; another appointing Dr. N. Conger to work with a specialist from the Brookings Institute in studying the Oklahoma schools; and a third making each member of the Association responsible for publicity in his own community in favor of junior college legislation.

At the municipal junior college section of the Junior College Association of the Oklahoma Educational Association, the committee work was approved and motion made for its continuance. The bill for the junior colleges was read and discussed. Ora M. Clark, dean of Bristow Junior College, was elected president of the municipal section, and Miss Emily Smith was re-elected secretary.

## ANNUAL MEETING

The Junior College Division of the Oklahoma Education Association met in its annual meeting at the state teachers' convention in Tulsa, February 7, 1935, with Dr. R. R. Robinson presiding. The following program was given: "The Outlook of the Junior College Movement," Emily B. Smith, Altus Junior College; "Trends in Junior College," S. N. Conger, State Supervisor, Teachers Training; "General Biology

in Junior College," Wilbur L. Beauchamp, University of Chicago.

In the business session there was some discussion as to method of rotating the office of president of the Junior College Division among the three types of junior colleges represented — municipal, denominational, and state. It was decided that beginning this year, the presidency of the Junior College Division should be rotated among the representative types of junior colleges in the following order: denominational, municipal, and state.

Officers were elected as follows: F. L. Tibbetts, Oklahoma City University, president; Jacob Johnson, Warner Agricultural College, vice-president; Emily B. Smith, Altus Junior College, secretary-treasurer.

The general session of the Junior College Division adjourned to be followed immediately by sectional meetings of the municipal and state colleges.

EMILY B. SMITH, *Secretary*

ALTUS JUNIOR COLLEGE

## DEANS OF WOMEN

The annual meeting of the Junior College Section of the National Association of Deans of Women, held at Atlantic City February 21, was devoted to a consideration of "Junior Senior College Relationships." Miss Ruth A. Sprague, dean at Colby Junior College, New London, New Hampshire, discussed "The Terminal versus the Isthmus Course" for college transfer. Miss Tempe E. Allison, dean of women at the San Bernardino Valley Junior College, California, presented the case for "The Survey Course" and its value for transfer credits. Several senior college deans, among them Miss Dayman of Mills, Miss Coolidge of Wellesley, Miss Allyn of Mount Holyoke, and Miss Corwin of New Jersey College, aided in the consideration of "The Evaluating of Junior College Credits"

as presented for transfer. The chairman summarized the discussion and presented some of the problems in "The Building of a Junior College Curriculum." The chairman of the section, Mrs. Hetty Shepard Wheeler, of Pine Manor Junior College, Massachusetts, was re-elected for another year.

#### MIDDLE STATES ORGANIZE

A group of twenty-five or thirty representatives of junior colleges of the Middle Atlantic states met for luncheon at the Willard Hotel, Washington, D.C., February 23, and organized the "Association of Junior Colleges of the Middle States." Robert J. Trevorror, Centenary Junior College, New Jersey, was chosen president, and Theodore H. Wilson, National Park Seminary, Forest Glen, Maryland, secretary. F. S. Magill, Penn Hall Junior College, Pennsylvania, Marjorie F. Webster, Washington, D.C., and Mr. Long, of New Jersey, were chosen as a committee on constitution and additional members of the Executive Committee. Brief addresses were made by President Guy F. Winslow, of the New England Junior College Council, and Professor Walter C. Eells, of Stanford University, who were present as guests.

#### SOUTHERN CALIFORNIA

At a meeting of junior college administrators of southern California held at Fullerton Junior College January 22, it was decided that the plan of a council of student body presidents should be revised and given a new trial. A permanent sponsor, President Nicholas Ricciardi, San Bernardino Valley Junior College, was appointed by the administrators to advise the reorganized council in its procedure.

Fraternities, always a major problem at every meeting, were formally banned by unanimous vote of all the

representatives. It was their belief that junior colleges especially should be broadly democratic in their organization, and that any cliques or fraternities should be kept out, as they are detrimental factors.

#### PENNSYLVANIA COMMITTEE\*

The subject of the junior college has been before this Association more or less informally during the past four years. From time to time reports have been submitted by special committees appointed to consider this subject, but to date the Association has taken no definite action.

At present the number of such institutions very considerably exceeds five hundred. During the past two years the number of such colleges formally organized and definitely designated as junior colleges has been very considerably supplemented by the establishment of institutions functioning in most respects as junior colleges but not definitely designated as such. Many of these new agencies have been set up in response to the peculiar needs and demands of the so-called depression period. For example, thirteen units of this type have been established in the neighboring state of New Jersey as a means of providing employment for teachers. These have enrolled during the past year in excess of 1,700 young men and young women, 85 per cent of whom were graduated from high schools during the past two years. It seems evident that the junior college movement continues to grow and to spread. While the economic distress of the past four years has operated to retard the rate of increase of these institutions in certain respects, particularly in the establishment of the more formal types, it has at the same time resulted in the establishment

\* Report of a Committee of the Association of College Presidents of Pennsylvania, R. D. Hetzel, chairman, Homer P. Rainey, and C. C. Ellis.



of many emergency educational agencies which closely parallel the junior college organization, and many of which will in all probability be converted into formal junior colleges.

In our state only one new formal junior college has been created, namely, the junior college at Wilkes-Barre maintained by Bucknell University. The committee further understands that one existing junior college, namely, the institution at Uniontown previously maintained by the University of Pittsburgh, has been discontinued. So far as the committee is advised, therefore, the number of junior colleges in the state, namely, seven, has not been changed in the course of the past year. What may be called emergency or temporary services set up in response to insistent demands for service comparable to that provided by the junior college but administered as extension work have been developed under the auspices of some of the colleges and universities of the state. The most formal of these consist of a year of instruction of freshman credit given at Altoona by Juniata College and at Sayre, Towanada, Warren, and Bradford by the Pennsylvania State College. Other institutions have been giving consideration to ways and means of dealing with the problem of serving the some 200,000 high-school graduates unable to attend institutions of higher learning and unemployed, but so far as the committee is advised this statement fairly well comprehends the more formal action taken during the course of the year. It is the conviction of your committee that conditions obtaining in this state are so nearly comparable to those obtaining in other states where the junior college movement has taken definite form and assumed very considerable dimensions that it must be conceded that the problem of providing educational opportunities in this field in Pennsylvania is becoming increasingly imperative. It is the belief of the committee that definite steps should

be taken to formulate a policy and plan by which these demands can be met by an orderly procedure best designed to serve sympathetically and constructively and with full and proper consideration of the existing educational institutions and resources.

It is the judgment of the committee that procedures now established by law are inadequate. Under the terms of the existing statute only those agencies serving in the junior college field which are set up by agreement between an existing college and a public secondary school and those which can be reached through the accrediting powers of the state fall under the jurisdiction of the State Council of Education.

In an attempt to meet the present situation, the State Council of Education has set up standards covering the accreditation of junior colleges which appear to be comprehensive and sound, but because of the limited jurisdiction of the state in this matter this provision is wholly inadequate. In addition to this statement of standards the various accrediting agencies also have set up a procedure for accrediting junior colleges, but again jurisdiction is so indefinite that the influence of these agencies is of limited effect. In short, the state now faces the possibility, if not the probability, of the rapid development of a new educational unit in the absence of such controls as would guarantee orderly and sound growth and proper placement in the educational program and structure of the commonwealth.

Your committee is of the opinion that the junior college will best serve this state if it is developed in response to the clearly defined needs of the several communities of the state and as an integral part of the public school system. The committee further believes that, if so developed and administered, the junior college will be concerned primarily with terminal programs designed to prepare for service in the trades and vocations peculiar to the

community in which it is located, and that instruction in duplication of the two-year collegiate program will prove of secondary and diminishing importance.

In view of these circumstances your committee recommends that the State Superintendent of Public Instruction be requested to undertake a thorough study of the junior college problem in Pennsylvania for the purpose of determining the most constructive policy and procedure for the development of an educational ministry in this field and for the formulation and passage of such legislation as may be necessary to guarantee its effective establishment.

It is further recommended that the Association by resolution urge upon its members that, pending the development of a policy and a procedure as heretofore proposed, such member institutions restrict their activities in this field to temporary measures designed solely for service in the present emergency; and that in all cases formal programs of instruction designed to parallel the first year or two years of college instruction shall not be undertaken in any instance for a period of more than one year at a time, and that in no instance shall such units of instruction be established without first submitting the proposal to the State Superintendent of Public Instruction for advice and counsel.

#### JUNIOR COLLEGE TRENDS

Nationally, the junior college appeared upon the horizon of American education about thirty years ago. We have only an estimate of what the enrollment was in 1904, but we are certain that the combined enrollment of that year was not over one thousand students. In the year 1934, enrollment in all junior colleges reached the large total of 110,118. Consequently, we can conclude that junior colleges have passed the experimental stage. In this

connection, and for purposes of this discussion, it is exceedingly interesting to review original purposes of the junior college as announced by some of the earlier institutions. In many cases the institution had its beginning in very humble and modest efforts to give high-school graduates a little additional educational preparation before sending them away to the colleges and universities. The institution was frankly spoken of as an extension of the high school. Other reasons given for the founding of junior colleges arose from the social situation itself, which included the overcrowding and lack of supervision among the freshman classes of four-year colleges and universities, and also the general economy of the situation. In my own study<sup>1</sup> of students of Kansas junior colleges in the year 1926, the students themselves gave such reasons as "to save money," "to better self," "needed at home," "to continue education." Three out of the five hundred forty replies even admitted that they attended junior college "to keep from loafing."

Our experience with this new type of institution has brought many changes both in our ideals and in our practice. When we check up on original purposes we find that many are untenable, and we conclude that it is timely to investigate rather fully present general trends in view of what we first had in mind. It is perfectly true that in these past years a large amount of experimentation has been entered into. One series of experiments dealt with economy of time. This reminds us that twenty-five or thirty years ago there was a nation-wide movement to reduce the time of school attendance. Now within the past five years the whole emphasis seems to be in the direction of enrichment of the course rather than any possible shortening of time. We have said throughout the

<sup>1</sup> J. F. Wellemeyer, "The Junior College as Viewed by Its Students," *School Review* (December 1926), XXXIV, 760-67.

entire experience of the junior college that culminal and completion courses should be introduced, and we thoroughly believed it. However, very few such courses have been inaugurated in any of the junior colleges, showing that our experimentation has not accomplished much that is significant in either of these fields.

Our general conclusion regarding the development of the junior college to the present time is that the movement has largely been limited to general, pre-professional, and introductory courses. These have displayed a very fine development in most schools. Graduates of junior colleges the country over have succeeded well in pursuing advanced courses in general arts, engineering, medicine, law, business, teacher-training, and the like. Studies that have been made prove without any doubt that the students who come from junior colleges are not in the least handicapped, but that in many cases they show an advantage over the general four-year college product.

In these later days it has become a little embarrassing to properly finance the junior college, particularly where the institution is of public character and depends on the general tax levy. Where it seemed that financing the institution would be impossible, some of us have instituted a fee sufficient to cover all instructional costs and have been agreeably surprised at the cooperative and cordial response of parents and patrons. I think without any question some city school systems have been guilty of doing grave injustice to other parts of the school system by trying to avoid the payment of fees in the junior college.

We find also that the junior college in many cases is in very close contact with the senior high school, which has advantages and disadvantages. All things considered, however, the institution has developed into a steady, somewhat dignified branch of our educational system. It is now well established and quite generally unques-

tioned as to its validity. Its graduates are succeeding either in further study or direct entrance to vocations almost beyond our expectations. The institution is in many cases a great boon to the local community partly for business reasons but more essentially because of the mere presence of this fine selected group of young people.

The present problem, however, is distinctly different from our problem of thirty years ago. There has been an enormous increase in every American community not only in high-school attendance but also in high-school graduation. With high-school attendance increasing from one-half million in 1900 to over five million today, and with unemployment increasing every day it is certainly a problem today to know just what we are to do with this ever increasing list of high-school graduates. I have read with interest the editorial by Dr. Walter Crosby Eells<sup>2</sup> in which the possible alternatives are discussed. Checking over the figures for our own city, Kansas City, Kansas, I find that last year our four high schools graduated 877 students. Of these, 153 are in the first year of the junior college and 41 are in other colleges. This makes a total of 194 of the 877 graduates in attendance in college somewhere. Less than 25 per cent of the high-school graduates of this city are attending college anywhere. President Hutchins<sup>3</sup> of the University of Chicago states that junior college enrollment is likely to increase in the same proportion that high-school enrollment has increased over the past thirty years. Industry can't possibly absorb these young people because we are now suffering from unemployment as one of our most critical social disorders. Juvenile crime is increasing and short working hours are becoming

<sup>2</sup> Walter C. Eells, "Possible Alternatives: The Junior College or—," *Junior College Journal* (November 1934), V, 55-57.

<sup>3</sup> Robert M. Hutchins, "The American Educational System," *School Review* (February 1933), XLI, 95-100.

very common. This tends to release not only the young people ordinarily known as of college age but presents the claims of adults to educational opportunities. One city in Kansas in the past few weeks has voted to establish a junior college. The school officials see no way of financing the institution and are very much concerned as to how a junior college can be maintained. The demand for the junior college and the success of the three-to-one vote came largely from parents who were distracted by the fact that their children graduating from the high school were loafing around town, getting into bad habits, and developing vicious associations in the absence of any educational institution in the neighborhood.

In the reorganization of the junior college that is to be adequate to future needs, many of the old ideals and purposes will not do. The percentage of high-school graduates who attend college anywhere is clearly below that of former years. Just what this percentage would be if we did not have a junior college in our community I hesitate to say. Those who graduate from the high school and do not attend junior college may be divided into two classes. First, those who are financially unable to meet even the small expense of the junior college fees, and, second, those for whom the present organization of the junior college does not offer facilities. In our future reorganization we must recognize the validity of the claim of those who "can't take" the offerings of the present curriculum. I believe the federal student aid plan is the beginning of a much larger movement in America. I believe such aid for college students can be justified from almost any point of view. The forty-six students of our junior college who are earning their entire way this year are certainly an asset to our community now, where many of them might prove a liability if they were unemployed. At present, the percentage of high-school graduates of our city attending

colleges anywhere is not over 25 per cent. Suppose this should be raised to 40 per cent, 50 per cent, or even 60 per cent. What then? And under present conditions of unemployment and shortening of labor hours why should this not be entirely possible? Thirty years ago when high-school enrollments were much smaller, many cities sent from 50 to 60 per cent of their high-school graduates to college. I believe that the whole tendency of the present time is to keep students of college age in college, just as in the past thirty years the tendency was definitely carried through to keep boys and girls of high-school age in the high schools.

What then are we to do in view of the present trends of junior college education? I should say, first of all, that the junior college should be quite definitely divorced from the senior high school. Many of the special facilities such as libraries, gymnasiums, auditoriums, and even laboratories can be used by both institutions, but there should be a definite separation. The public junior college need not necessarily be a two-year institution, although I do not feel that it should attempt work of senior college grade. If the professional schools of law, medicine, engineering, and so forth, continue to increase their requirements, I believe the junior college has a perfect right to enter this field and add the necessary general courses. I believe the next ten years will see a definite working out of industrial, commercial, and home-making courses without any reference to college credit or future study. I believe the junior college of the future will definitely connect up with private study in fine arts on the one hand and part-time work on the other. I confidently believe that the best organization for all adult education work in any community is under the leadership of the junior college, if the community has one. The old night school is a thing of the past and can be justified only for the few students who are still left who wish to pursue Americanization



work in preparation for citizenship. Immigration from foreign countries has almost stopped and some of those who now come from foreign countries have studied English. In my own observation of the secondary schools of Germany in the summer of 1929, I found that more students were studying English than French. In every community I believe the junior college should take over all work that leads to credit as opposed to purely recreational activity and that such credit classes should be taught at times that suit the convenience of the students attending.

The junior college of the future may well be the natural link between specialized training and employment in the home community. One of the strongest arguments advanced to the federal government in support of the federal aid plan is that the junior college will aid the student in maintaining his contacts with home industry. The student who goes away from home for all of his college and university training virtually becomes a transient, and we have too many such today. I believe the junior college of the future should have federal aid as has been stated. In addition there should be state aid, which to my mind can be justified just as definitely as support of a state university. In addition to this, every junior college should maintain a certain number of scholarships which are contributed by various community enterprises. I do not believe that a junior college should operate without individual fees, but they should be small. Every city has a wealth of local educational facilities at its disposal in libraries, art galleries, clinics, community choruses, orchestras, dramatic organizations, churches, welfare agencies, and character-building and recreation agencies. These can all be used by the junior college. To my mind nothing in the present educational situation is more pathetic today than many four-year colleges located in small towns. They are absolutely limited in

what they do to their own resources on their own campuses.

The junior college is no longer merely academic and preparatory. It has become almost overnight a great social institution which strangely occupies the most strategic and critical position in the entire educational system. Elementary school procedure is pretty well understood and definitely determined within the first six years. At the other end of the educational system in our senior colleges and universities the call for specialization and research is perfectly clear. But what is to be said of this "no man's land" which lies between? There it is that our fundamental social problems of the future must be solved and there it is that the junior college must assume a definite leadership.

J. E. WELLEMAYER, *Dean*

KANSAS CITY JUNIOR COLLEGE  
KANSAS CITY, KANSAS

#### SETH LOW EXPERIENCE

Seth Low Junior College, Brooklyn, established in 1928, is a branch of Columbia University. In his annual report to President Nicholas Murray Butler, Director E. J. Allen reviews various aspects of the growth of the institution in the past six years and makes suggestions for the future. Repeatedly Mr. Allen has urged the establishment of additional junior colleges in the New York metropolitan area.

Significant extracts from his annual report are given below:

After six years of operation it seemed to us that the following statements and comments concerning these thoughts might well be made. From the beginning of the College in 1928 there has been an earnest endeavor to maintain a small institution which would render an academic service of high quality. High standards of admission have been employed by the Office of University Admissions. The late Professor Adam Leroy Jones assured us that no student was accepted for the Junior College unless he had met the admission requirements for Columbia College.



The first two years of the curriculum of Columbia College were adopted by the Junior College in so far as the needs of the students of the College dictated. A few advanced courses were added to assist students who found it necessary to complete three years before the professional schools of their choice would admit them. The high intelligence and excellent high-school ratings of our students encouraged the instructors in the Junior College to give them additional assignments and to hold them to a high standard of grading. Only recently the acting director of University Admissions commented that he had observed that Seth Low men obtained higher marks in courses at Morningside Heights or in other institutions than they had received in Seth Low. Assurance that these policies were sound was in part obtained from the sophomores of the Junior College in intellectual competition with the sophomores of 140 colleges and universities of the country in which they scored highest in performance and in intelligence. Many officers of instruction at Morningside Heights have repeatedly informed the officers of instruction of the Junior College that graduates of the Junior College are among their best students.

All publicity concerning the College was placed upon a high plane. Although other types of publicity might have brought a quicker response from the community they were not employed. It was clearly recognized from the beginning that the policy of establishing the College on a basis of high quality would necessarily involve a gradual growth over a long period of time.

The establishment of the Junior College has enabled the University to open her doors to hundreds of boys with most excellent qualifications who would otherwise have been refused admission. It is well understood that the percentage of students admitted to other undergraduate colleges of the University from the metropolitan area must be limited.

The performance of the Junior College from the standpoint of its service to Brooklyn and the metropolitan area also has been studied. Without question, the location of the Junior College in Brooklyn has saved many of the students much time and energy that they otherwise might have spent in travel.

The evening work, which was begun in the spring of 1926 for pre-legal students, was continued in an amplified form in

the fall of 1928. At that time 199 adults registered for university extension courses in Brooklyn. This splendid work has continued year by year. If it were not for the Junior College this service would not be available for the people of Brooklyn.

During the current year the total registration was 304. In view of the fact that the incoming class for the current year corresponded closely in numbers to that of the previous year we have reason to believe that the period of greatest stringency has passed and that the future holds promise of an increase in registration.

Seth Low Junior College now has 697 alumni. The loyalty of these alumni to the College and to Columbia University has been demonstrated during the current year by the organization, upon their own initiative, of the Seth Low Alumni Association. The Association has sponsored several alumni social functions; published the alumni news column of the *Seth Low Scop*; distributed the *Scop* each week to all of the alumni of the College, and has co-operated with the Seth Low undergraduates in their Class Day and other Commencement exercises. It is somewhat early to expect our alumni to be of large financial assistance, but some have already made small contributions to our scholarship and loan funds.

The future of all educational institutions is closely interrelated with the economic welfare of the nation. To many in the United States the present situation is so dark that for them the word "expansion" is taboo. They overlook the fact that our natural resources are as great, if not greater, than in 1928; that improvements in agricultural and industrial technology have continued; that the productive capacity of industry has not been impaired; that the United States possesses the greatest skilled labor supply of any nation on earth; that our managerial ability has, if anything, been improved in the last five years by our schools of business and by the training afforded in business establishments. All of the factors necessary to produce a more substantial national income than we have ever enjoyed before are at hand. There are many indications that in the immediate future we are going to make use of these productive factors, and as this happens, the demand for college education is very likely to become as great as the present demand for secondary education.

## Judging the New Books

NORMAN WOELFEL, *Molders of the American Mind: A Critical Review of the Social Attitudes of Seventeen Leaders in American Education*. Columbia University Press, Columbia University, New York. 1933. 304 pages.

This book should be of more than usual value to educators and students of modern educational philosophy. The keynote of the work may be found in the dedication to the teachers of America, in which the author expresses his educational aim that "honors only productive labor and promotes the ascendancy of the common man over the forces that make possible an economy of plenty." In interesting fashion there is presented not only a critical summary of the views of leading writers in the field but also a challenging picture of the problems of modern life.

In the midst of the ever growing mass of educational theory that confronts us, it is stimulating to find a writer with a clearly defined philosophy upon which his proposals are built. His doctrine, which follows the teachings of Dewey and the experimental naturalists, will not meet with universal approval because he wishes to cast aside much that has been considered fundamental in our social aims. He points out the obvious truth that America of today is vastly different from America of the nineteenth century and he deplores the fact that our teachers, who should be the "molders of the American mind," are lagging behind and are failing to

fit their students for intelligent participation in its activities. This, he feels, is the result of the failure to appreciate that with the changing needs must come new tools to meet them.

Frankly dubious of the values of many of the so-called "national institutions," the author urges a departure from the religious traditionalism and the capitalistic economy of the nineteenth century and looks forward to the emergence of a classless society. Not attempting to predict the course of future development, he nevertheless gives a view of the perplexing forces at work in modern society, forces that cannot be dealt with by the educational methods of the past century.

The study is divided into four sections. The first deals with contemporary social change and its bearings upon organized education. This is followed by a critical analysis of the viewpoints of seventeen prominent educators. Mr. Woelfel places them in three groups: those anxious to preserve American historic traditions, among whom are Cubberley, Bagley, and Horne; the educators who stress the importance of science; and, finally, those following the school of experimental naturalism and the teachings of John Dewey. In the third section, the author interprets critically the viewpoints presented and, in conclusion, gives a list of social and teaching aims.

To those interested primarily in the junior college, the book will have significance, not only for its

well-balanced view of present social problems but for its definite suggestions for reform of actual teaching methods. In his proposals for more worth-while character education, more encouragement for independent thinking on the part of the teacher and student, as well as a closer relation between education and life, the author clarifies aims that are being successfully put to the test in many of our junior colleges.

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OSCAR JAMES CAMPBELL, *The Teaching of College English*. Appleton-Century Company, New York. 1934. 164 pages.

In 1930 the National Council of Teachers of English organized a Curriculum Commission, whose duty it was to be to devise "a practicable integrated course of study in English from the kindergarten through the graduate school." When Professor Oscar J. Campbell, of the University of Michigan, was elected chairman of the undergraduate study section, a subdivision of the group assigned to the survey of work of collegiate level, he, with the committee, arranged a series of regional conferences for the discussion of certain problems proposed by the committee.

Professor Campbell's original report, a record of representative opinions gleaned from attendance at these conferences and various reports made to him, was considered by a representative group of members of the committee. Certain changes and modifications were suggested and positive recommen-

dations made. The result of these labors is embodied in this volume, *The Teaching of College English*. Because the discussions leading to the recommendations will not appear in the final report of the Curriculum Commission, this book has a very definite value for all those who are interested in the problems that face the teachers of English in American colleges today and in the conclusions to which a group of outstanding educators in that field have come after extended study and much earnest discussion.

The body of the book is, by its nature, a presentation of facts and representative opinion, uncolored by the personal views of the author. However, Professor Campbell includes a stimulating and forceful introduction. He points out that colleges and universities are being held responsible for the lack of strong, clear-thinking leadership in these days of national crisis. The English course, as the center of the educational system, must be thoroughly examined and if necessary reorganized. He stresses also the need of the sharing of responsibility for literacy by all departments and emphasizes the importance of the conception of the increasing mastery of English as a continuous process.

The text is divided into two main parts, "Problems in Undergraduate Teaching" and "Problems in Graduate Teaching." The chapters follow the general plan of the statement of specific problems, discussions both favorable and unfavorable to the present-day practices, and, finally, recommendations by the committee.

An appendix of four and a half pages gives a summary of the cur-

riculum suggested for the secondary school and the college and the principles and consideration in the light of which it is to be interpreted.

The book should be read by every teacher of English who is alert to new movements in education and who is primarily interested in the student and his equipment for a life of service in the social democracy in which he finds himself and of richest experiences and satisfactions for himself.

To junior college instructors it should be of special interest, as the chief service of the junior college is bridging the gap between the high school and the four-year college with its more or less impersonal attitude and rigid standards. The first part of the volume is naturally of greater interest than the second part to instructors in junior colleges, dealing as it does with their special problems. Expressing, as it does, the consensus of opinion of leading educators, formulated after extended study of existing conditions in their field, this book should prove a valuable addition to the professional library of junior college English instructors.

R. MAUD HOWELL

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FREDERICK EBY and CHARLES F. ARROWOOD, *The Development of Modern Education*. Prentice-Hall, New York. 1934. 944 pages.

We find in the preface to this volume that "the authors have elected to set forth only a general account of the principal factors that have led to the development of modern education. It is, however, more than a history of education; it is an in-

terpretation of the economic, political, religious, social, and industrial forces that have influenced the development of education in theory, organization, and practice.

The volume is introduced to the reader through a discussion of the influences of antiquity upon educational practices in the middle ages. The authors treat education in the middle ages from the standpoint of the culture handed down through Greece, Rome, and the Christians. They give more than one hundred pages to a discussion of the Protestant Reformation and the school reforms accompanying it. This discussion is not confined to European developments but is traced into the American colonial period where founding of Protestant schools in the colonies laid the basis for the development of our modern schools.

In addition to the discussion of the influences of the Protestant Reformation on education the authors have given approximately two hundred pages to the reform and development of education under religious influences. In these pages they have clearly presented the struggle of the church with realism and final fusion of realism with Christian education. These changes brought about profound school reform and the development of modern scientific thought. The authors present a brief but well-written interpretation of the educational problems of the seventeenth century which was largely characterized by the development of the vernacular languages, the popularization of education, the philosophy of empiricism, and the development of the theory of formal discipline. It was in this period that religious intolerance was broken down through the religious conflicts



of Europe and foundations of religious toleration developed. This, together with the growth of the doctrine of political democracy, gave rise to widespread interest in the development and search for knowledge. The development of modern education is effectively traced from the close of the seventeenth century through the influences of such great leaders as Rousseau, Pestalozzi, Herbart, Froebel, and others in Europe and through leading American leaders of educational thought such as Henry Barnard, Horace Mann, G. Stanley Hall, and John Dewey.

This volume should be a welcome addition to the library of professional educators who have looked for a historical account that would portray the present educational systems against their background and interpret them in view of the forces that have brought them about. The authors have attempted to do this and they have succeeded in bringing forth a volume that can be read with ease but which constantly challenges the interest and thought of the reader.

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#### NEW BOOKS RECEIVED

AGNES C. HANSEN, *Twentieth Century Forces in European Fiction*. American Library Association, Chicago. 250 pages.

*Proceedings of the Conference on Higher Education*. University of Oregon, July 11-14, 1934, Eugene, Oregon. 150 pages.

QUINCY WRIGHT, *Where the League of Nations Stands Today*. University of Minnesota Press, Minneapolis. 25 pages.

#### THE MAGAZINE RACKET AGAIN!

Referring to the letter from C. F. Van Cleve in the January issue of the *Journal* (pp. 201-2) published under the heading "A Junior College Racket," Dean R. D. Chadwick, of Duluth Junior College, writes that he "was also on the sucker list of the *National Magazine of Commerce*." As a result of a little investigation which Dean Chadwick started, the Better Business Bureau of New York reports that the publishers operate just within the law and there is no means of reaching them in a punitive way. The magazine is a "puff sheet" and not a standard publication with a definite circulation. The scheme is to sell quantities of copies of the issue containing the write-up.

With certain exceptions the junior college proper has lagged behind the innovating college in reorganization of the curriculum. The vertical divisional organization has hardly made its appearance and survey courses are offered and required with negligible frequency. To the credit of the junior college it can be recorded that it is doing more than colleges and universities in developing semiprofessional and terminal liberal curriculums. In extenuation of the relatively slow rate of progress in some aspects of curriculum development in the junior college may be cited the unwillingness of many higher institutions to which junior college graduates transfer, among them institutions themselves undertaking no curriculum changes, to allow credit for courses not included in their own offerings.—LEONARD V. KOOS, in *General Education*, pp. 105-6.



## Bibliography on Junior Colleges\*

2805. VAN GORDEN, COLE R., JR., "The Public Junior College in Iowa," Iowa City, Iowa, 1932.

Unpublished Master's thesis at the University of Minnesota. For published abstract see No. 2806. Attempts to determine the kind of institution that is developing in Iowa and to show what possible contribution the junior college may make in a local system of democratic education.

2806. VAN GORDEN, COLE R., JR., "The Public Junior College in Iowa," *Bulletin of the Department of Secondary School Principals* (May 1933), No. 47, pp. 61-63.

A three-page abstract of the author's Master's thesis at the University of Minnesota. See No. 2805. Includes information from twenty-eight public junior colleges on location, supporting wealth, teaching staff, laboratory and library facilities, enrollments and retention, curriculum offerings, tuition, and reasons for establishment.

2807. WRIGHT, HOUSTON A., "Proposed Location and Support of a State System of Junior Colleges for Oklahoma," Stillwater, Oklahoma, 1933, 36 pages.

Unpublished Master's thesis at the Oklahoma Agricultural and Mechanical College.

2808. ADAMS, CHARLES A., AND OTHERS, "Educational Planning and Co-ordination in California," *School and Society* (January 12, 1935), XLI, 66-69.

Report of the California State Council on Educational Planning and Co-ordination. Portions dealing with the junior college reprinted in *Junior College Journal* (March 1935), V, 321-22.

2809. ALEXANDER, LULU K., "The Alumnae Address at Cottey College Semi-Cen-

tennial," *P.E.O. Record* (January 1935), XLVII, 12-13.

Outlines the developments of alumni associations in the United States from the first one organized at Williams College in 1821, and especially of the Cottey Alumnae Association organized in 1893.

2810. BOEHMER, FLORENCE E., "Purposeful Enthusiasm," *P.E.O. Record* (January 1935), XLVII, 15-16.

"If but one-half the good wishes of P.E.O. for Cottey College which have been expressed in speech or written within the past six weeks should find expression in deeds within the next six months, we should be turning away students for lack of dormitory space."

2811. COOK, R. C., *Presidents of American Colleges and Universities*, Robert C. Cook Co., New York City (1933), 256 pages.

Includes biographical sketches of 245 junior college presidents.

2812. CORBALLY, JOHN E., "Problems and Practices in Housing and Junior College Program in California," *Journal of Educational Research* (December 1934), XXVIII, 295-96.

Review of C. D. Hardesty's doctoral dissertation. See No. 2666.

2813. DORAN, E. W., "Without the Touch of Human Hands," *Phi Rho Pi Persuader* (January 1935), VIII, 11-12.

Suggested detailed plans for conduct of debates and oratorical contests in junior colleges.

2814. KOOS, LEONARD V., "Significant Trends in the Curriculum at the Junior College Level," in *General Education (Proceedings of the Institute for Administrative Officers of Higher Education, VII, 92-106)*, University of Chicago Press, Chicago (1934).

An extensive analysis of curriculum trends based upon published articles and catalogue studies. This paper focuses "attention on the first two years of liberal arts colleges. Because junior colleges operate at the same level, and largely in the same general realm of schooling, they, also, are at certain

\* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

points represented in the paper." General conclusion: "With certain exceptions the junior college proper has lagged behind the innovating college in reorganization of the curriculum."

2815. LIDE, EDWIN S., "The Social Composition of the CWES Junior College in Chicago," *School Review* (January 1935), XLIII, 28-33.

An analysis of significant information concerning 376 students with comparisons with similar studies made by Counts, Reynolds, Koos, and Anderson. "The conclusion seems justified that the CWES schools provided educational opportunities at the junior college level for persons who otherwise would not have been able to secure such opportunities."

2816. LYONS, GEORGE B., "Postgraduates in the High Schools of Wisconsin," *Wisconsin Journal of Education* (November 1934).

Based upon a check-list inquiry sent to 433 public high schools in Wisconsin. Finds record of increase in postgraduate enrollment from 106 in 1929-30 to 1,314 in 1933-34. "The increased postgraduate enrollment with general lack of educational provisions for students at this level is evidence that at least the high schools, located in centers of population, should be extended upward for two years of junior college work." Reprinted in part in *School Review* (January 1935), XLIII, 9-14.

2817. McCLURE, KATHERINE, *A Laboratory Manual for Animal Biology*, Edwards Brothers, Ann Arbor, Michigan (1935), 46 pages.

A laboratory manual, consisting of 28 exercises, devised by the instructor in biology at Port Huron Junior College, for a junior college course in biology.

2818. MARINER, MRS. C. E., "Junior College Forensics," *Phi Rho Pi Persuader* (January 1935), VIII, 1-3.

A general survey of the status of Phi Rho Pi in the junior colleges of the country, and a statement of the ideals and objectives of junior college debating.

2819. MESSMORE, CHESTER LEE, "Survey of the Educational Opportunities in the Universities, Colleges, and Junior Colleges in the States of Iowa, Minnesota, North Dakota, and South Dakota," Columbus, Ohio (1932), 382 pages.

Unpublished Master's thesis at Ohio State University.

2820. NICHOLS, JOHN R., *Report of the University of Idaho, Southern Branch, Pocatello, Idaho* (1934), 16 pages.

Report of the progress of the junior college for the year 1933-34. Includes supplementary reports from the directors of the division of letters and science, engineering, pharmacy, the library, and the infirmary.

2821. PROCTOR, WILLIAM MARTIN, "Vocations and Avocations," *Nation's Schools* (January 1935), XV, 16-18.

Includes discussion of terminal courses at Pasadena and Los Angeles junior colleges.

2822. REETZ, MAURICE GLEN, "A Personnel Study of California Junior College Students Who Intend to Become Engineers," Stanford University, California (1933), 81 pages, 23 tables, 5 figures.

Unpublished Master's thesis at Stanford University. An analysis of various factors concerning 1,040 prospective engineering students (822 freshmen, 218 sophomores) enrolled in California junior colleges in 1929. Studies distribution, psychological and achievement test scores, entrance credits in mathematics and science, time of occupational choice, and institutional choice. Finds that approximately one in five men enrolled in California junior colleges were planning on engineering careers.

2823. SCHOOL REVIEW, "Emergency Education Schools in Pittsburgh," *School Review* (January 1935), XLIII, 14-15.

Comment upon establishment of five "emergency education" extensions of high schools in Pittsburgh on a "junior college basis."

2824. SEARS, SALLIE MONNETT, "Opportunities in the Universities, Four-Year Colleges, Teachers Colleges, and Junior Colleges in Arkansas, Missouri, and Oklahoma," Columbus, Ohio (1933), 565 pages.

Unpublished Master's thesis at Ohio State University.

2825. SUNSHINE, MIRIAM, "Processions," *Phi Rho Pi Persuader* (January 1935), VIII, 6-8.

Winning oration in the contest at the national convention of Phi Rho Pi in 1934.

2826. ANDERSON, J. A., AND TURRELL, A. M., "Junior College Reports to the Home," *California Journal of Sec-*

- ondary Education (February 1935), X, 170-71.
- Reports of method in use at Pasadena Junior College, California.
2827. BOEHMER, FLORENCE E., "Goals of Education," *P.E.O. Record* (February 1935), XLVII, 10, and (March 1935), XLVII, 11-12.
- A statement and discussion of "the goals of college education which are shaping the educational program of Cottey College."
2828. BULLETIN OF THE AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS, "University of Michigan, Education Requirements for Teachers in Junior Colleges," *Bulletin of the American Association of University Professors* (February 1935), XXI, 186.
- Comment upon anomaly of requirement of certification for junior college instructors but not for instructors in other colleges of Michigan.
2829. BURSCH, JAMES F., "Co-ordination of Instruction between Senior High School and Junior College Courses in Foreign Language, Science, Mathematics, English, and Social Studies," *California Journal of Secondary Education* (February 1935), X, 182.
- Report of investigation at Sacramento Junior College involving 471 members of the graduating class of 1932-33.
2830. CLARK, DUNCAN E., "Mobility of Population in Ventura Schools," *California Journal of Secondary Education* (February 1935), X, 195.
- A study of holding power throughout the schools with special reference to the junior college. No significant changes found in three-year period studied.
2831. DAVIES, HARRIET E., "Junior College Libraries Round Table," *American Library Association Bulletin* (September 1934), XXVIII, 612-17.
- Contains abstracts of papers by Gladys Johnson, "The Junior College and the Faculty"; G. W. Rosenlof, "Some Challenges for the Junior College Librarian"; Ermine Stone, "Criteria for Measuring the Quality of a Book Collection in a Junior College Library"; and A. S. Noad, "Contemporary Fiction for the Junior College Library."
2832. DAVIS, J. T., *Annual Report of the John Tarleton Agricultural College, Stephenville, Texas* (November 1934), 16 pages.
- Summary and administrative reports for the year 1933-34.
2833. EDUCATION BY RADIO, "The Ohio Emergency Radio Junior College," *Education by Radio* (February 28, 1935), V, 9-10.
- Report of activity of the first year's work.
2834. EELLS, WALTER CROSBY, "Endowments in American Colleges and Universities," *School and Society* (February 23, 1935), XLI, 263-72.
- A study of the amount and adequacy of endowment per student and per faculty member in almost 400 institutions. Discusses the advisability of institutions with inadequate endowments becoming junior colleges.
2835. EELLS, WALTER CROSBY, "Status of the Junior College in the United States, 1934-35," *School and Society* (February 9, 1935), XLI, 204-7.
- A general summary including consideration of number and enrollment, public and private institutions, distribution by states, types of institutions, size of colleges, enrollment by classes, number of instructors, and changes in administrators.
2836. EVANS, ADDIE, "Memories of Cottey College," *P.E.O. Record* (March 1935), XLVII, 5-7, 15-16.
- Reminiscences by a member of the Class of 1889.
2837. FREDERICK, O. I., "Secondary School Reorganization," *Educational Administration and Supervision* (September 1934), XX, 438-47.
- Includes brief summary of statement of the status of the junior college movement (pp. 439-40).
2838. GREENLEAF, WALTER J., "Federal Aid to College Students," *Journal of Higher Education* (February 1933), VI, 94-97.
- Includes report of \$126,420 of aid to 8,428 students in 337 junior colleges.
2839. HETZEL, R. D. (chairman), "The Junior College in Pennsylvania," *Bulletin of the Association of American Colleges* (November 1934), XX, 426-28.
- Report of a Committee of the Association of College Presidents of Pennsylvania. Printed in full on pages 372-74 of this issue of the *Journal*.

2840. HOLMES, ROGER W., "Mount Holyoke-in-Hartford," *Journal of Education* (January 21, 1935), CXVIII, 39-40.  
An account of the one year of junior college work being carried on by Mt. Holyoke College at Hartford.
2841. JACOBSEN, E. W., *Educational Opportunities Provided for Postgraduate Students in Public High Schools* (Teachers College Contributions to Education, No. 523), Columbia University, New York (1932), 73 pages.  
Contains numerous implications for the junior college movement and occasional specific references to the junior college.
2842. KADESCH, J. STEVENS, "A Comprehensive Program of Public Education," *National Education Association Proceedings* (1934), pp. 626-35.  
Includes a brief discussion of "Junior College and College Levels" (p. 631).
2843. KOOS, LEONARD V., "Forces Behind the Junior College," *Women* (published by Chicago Federation of Women's Organizations) (February 1935), II, 14.  
"It is in the nature of the junior college to flourish when many other educational institutions are permitted to languish. . . . The forces behind the junior college are so potent that they are not to be denied. . . . Just what the junior college of the future is to be cannot be predicted with so much assurance as can the promise of growth."
2844. LAWSON, D. E., AND OTHERS, "Structural Organization of the American Public School System," *Review of Educational Research* (October 1934), IV, 369-81.  
Includes a brief discussion of the place of the junior college (pp. 379-80).
2845. LEARNED, WILLIAM S., "The Junior College, the University, and the Community," in *Twenty-ninth Annual Report of the Carnegie Foundation for the Advancement of Teaching* (1934), pp. 21-35.  
Reviews Carnegie studies involving junior college aspects at Regina and Winnipeg, Canada, and discusses four familiar types of college students, the professional aspirant, the general student, the parasite, and the discard. Considers especially "the junior college as the instrument of general education" concluding that "the junior college as we know it, is almost everything it should not be."
2846. MILEHAM, HAZEL B., "The Junior College in Missouri: A History and an Evaluation," New Haven, Connecticut (1934).  
Unpublished doctoral dissertation at Yale University. Summary in report of Research Committee of American Association of Junior Colleges in *Junior College Journal*, May 1935.
2847. PEIK, W. E., "Place of the Junior College in American Education," *National Education Association Proceedings* (1934), pp. 231-32.  
An address before the National Council of Education. "The junior college movement represents an adjustment to a practical social pressure and to an expanding educational program."
2848. ROSE, THELMA, "Scientific Eating Campaign at Stephens College," *Journal of Home Economics* (November 1934), XXVI, 564-66.  
Description of methods and results of the annual "Scientific Eating Week" in the effort to help students "to select an optimal rather than a merely adequate diet."
2849. SCHOOL REVIEW, "Looking Forward in American Secondary Education," *School Review* (February 1935), XLIII, 82-86.  
Includes consideration of the place of the junior college in the organization of secondary education.
2850. SHIELDS, H. G., "A Study of Junior College Business Administration," Cambridge, Massachusetts (1934).  
Unpublished doctoral dissertation at Harvard University. Summary in report of Research Committee of American Association of Junior Colleges in *Junior College Journal*, May 1935.
2851. STAGNER, ROSS, "A Co-operative Junior College," *School and Society* (February 16, 1935), XLI, 232-33.  
"This co-operative experiment at the People's Junior College, Chicago, seems to indicate that with a little good luck it is possible for teachers and students to get together and set up their own college."
2852. WESTERN JOURNAL OF EDUCATION, "Archibald J. Cloud," *Western Journal of Education* (March 1935), XLI, 9.  
Sketch of the life of the newly selected head of the proposed San Francisco Junior College.